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ABSTRACT

This Vocational Education Resource Package (VERP) was developed to provide materials useful in replicating an exemplary vocational education program for special student populations in the California Community Colleges. This VERP provides information on an intensive computer training program for the physically disabled, originally developed at Grossmont College. Part I is a general overview of the VERP project, including a list of the packages produced. Part II presents an overview of the program, including its history, applicability, activities, overall effectiveness, and main features. It includes reproductions of brochures from the Center for the Vocationally Challenged (CVC), the Business Personal Computer (PC) Specialist Program, the Computer Programmer Training, and the Internship Program. An outline of the mentor program is also provided. A summary of a 1990 self-study conducted by the CVC is reprinted. Part III presents additional information necessary for the adoption of the program, including resources, materials, and operating committee structures. Part IV contains materials used in the daily operation of the program: computer programmer curriculum; business PC specialist comprehensives; trainee handbook; sample application for admission; sample internship evaluation forms; supervisor approval form; and sample mentor program planning and evaluation forms. (YLB)

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CE 058 486

VOCATIONAL EDUCATION
RESOURCE PACKAGE

CENTER FOR THE VOCATIONALLY CHALLENGED

Business PC Specialist and Computer Programming Training

This package is designed to facilitate the adoption of
a program for disabled students developed at
Grossmont College
El Cajon, California

Prepared for the
Chancellor's Office, California Community Colleges

by

Evaluation and Training Institute
Los Angeles, California
1991

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PART I: GENERAL OVERVIEW

INTRODUCTION

Vocational Education Resource Packages (VERPs) contain information necessary for the adoption and implementation of existing exemplary vocational education programs at the California Community Colleges. These programs target special student populations: disabled students; single parents and displaced homemakers; disadvantaged students; and, those with limited English proficiency. VERPs enable the dissemination of these special programs to interested colleges and provide a model and resource materials for their adoption. This VERP provides information on an intensive computer training program for the physically disabled, originally developed at Grossmont College.

HISTORY OF VERPs

The Carl D. Perkins Vocational Education Act (VEA) of 1984 placed a dominant emphasis on providing access to quality programs to groups of students traditionally underrepresented students in vocational education. A Planning and Future Study Committee consisting of representatives of the Chancellor's Office and local colleges predicted that the numbers of special population students at the community colleges, including the disabled, the disadvantaged, single parent/displaced homemaker, and limited English proficient, will grow significantly over the remainder of this century. In early 1990, as one effort to serve these categories of students, the Chancellor's Office funded a VEA special project to develop and disseminate a comprehensive resource model for special student populations. This VERP is a final product of that project.

DEVELOPMENT OF VERPs

Model programs were identified through a variety of methods: a phone survey of all 107 California community colleges identified a number of prospects; Chancellor's Office Special Projects were reviewed for their potential; and nominations were made by the members of the project Advisory Committee. Materials were requested on these programs and follow-up calls were made to gather additional information. The following criteria were used to determine if a program was eligible for development as a VERP: 1) the program had documentation; 2) there was evidence of its effectiveness, usefulness or impact; 3) it had been developed, at least in part, with VEA funds; 4) it possessed the ability to be transported to and implemented at other

colleges; 5) the program had been developed since 1980; and, 6) it targeted at least one of the four special student populations.

From the programs that were identified, the Advisory Committee selected 10 exemplary programs for development as VERPs. The developer's materials, existing program documentation, and other useful supplemental materials are included for use in replicating the program.

VERPs THAT WERE PRODUCED

The following 10 VERPs were produced:

I. For Displaced Homemakers and Single Parents:

SPACE II - Single Parent Adults Choosing Education

II. For Disadvantaged Students:

A. Career Beginnings

B. IN-D'MAND - Internships for Disabled, Minority, and Disadvantaged Students

III. For Limited English Proficient Students:

A. AERO - Advancement of Ethnic Representation and Opportunity

B. Bilingual Welding and Automotive

C. Outreach and Orientation for ESL Students

IV. For Disabled Students:

A. Basic Food Service Training

B. Center for the Vocationally Challenged - Business PC and Computer Programming Training

C. High-Tech Center

D. Workability

ORGANIZATION OF THIS DOCUMENT

Part II, developed by Grossmont College and organized by the Evaluation and Training Institute, presents an overview of the program, including its history, applicability, and overall effectiveness. Part III presents additional information necessary for the adoption of the program, including resources, materials and operating committee structures. Part IV consists of materials used in the day to day operation of the program.

PART II: OVERVIEW OF THE PROGRAM

HISTORICAL BACKGROUND

The Center for the Vocationally Challenged was established in 1986 as a joint project between Grossmont College and IBM. Initially, the center was designed to provide support services, such as evaluation and placement testing and individual skills and needs assessment, to physically disabled students. Since that time, the program has expanded to include two specific training programs, Business Personal Computer Specialist and Computer Programmer. Internships as an integral part of the training offered in these programs. The Center also helps with employment services upon graduation.

PURPOSE OF THE PROGRAM

To create career opportunities for students who are disabled or disadvantaged by:

- Responding to the employment needs of local area businesses; and,
- Offering programs that replicate industry performance standards and practices in an academic setting.

To help students build their self-confidence and reach vocational goals by:

- Offering comprehensive programs and services that meet individual needs;
- Advocating the right for equal employment; and,
- Providing support, resources and direction in order for individuals to prove their capabilities and talents.

MAIN FEATURES OF THE PROGRAM

Eighty physically disabled students annually take part in two unique training programs at Grossmont College's Center for the Vocationally Challenged. The programs, Business PC Specialist and Computer Programmer Training for the Physically Challenged, are based on 33 similar IBM-initiated programs around the country. Emphasis is placed on the trainee achieving a well-rounded background, not only in areas of technical computer skills and concepts, but also in the area of becoming a business professional. Practical application of their skill through two month internships at local businesses is a keystone of the training program. The enthusiastic cooperation of local businesses has been an important step the programs' success.

During their training, students finds support and guidance through mentors. The Mentor Program of the Computer Training Center for the Physically Challenged has proven to be critical for program completion and the eventual employment of trainees. A mentor serves as a "real world" resource person, model, coach, and provides a refreshing human element to what is, for many trainees, a new and alien business world.

Programs are underwritten and directed by a Business Advisory Council (BAC), which represents 40 local firms and the State Department of Rehabilitation. The Business Advisory Council designed the programs with the needs of the local business community in mind. The council directs and supports the development of the trainees into candidates who can meet the needs of the local job market.

The Center also has an Adapted Computer Lab (ACL), which maintains a store of adaptive devices and software for computer access. The ACL tailors these devices and software for individuals, regardless of their disability, and provides individual and group instruction.

Trainee dedication and community cooperation have made it possible for physically challenged individuals to work as highly paid business personal computer specialists or programmers in San Diego. All graduates are expected to be employed after completion of the program, bringing to fulfillment the aspirations of trainees and organizations alike.

The following pages are reproductions of brochures from the Center for the Vocationally Challenged, the Business PC Specialist Program, the Computer Programmer Training, and the Internship Program. Also included is an outline of the mentor program.

WHAT VOCATIONAL SERVICES ARE OFFERED BY THE CENTER FOR THE VOCATIONALLY CHALLENGED?

The CENTER FOR THE VOCATIONALLY CHALLENGED has three major vocational services to offer. Depending upon need, an individual may participate in one or several components:

I VOCATIONAL ASSESSMENT AND GUIDANCE

Information is gathered concerning academic skills, perceptual and physical capabilities, and work history. Aptitude testing is completed by the use of work samples. Interest exploration focuses upon matching information gathered with potential jobs in San Diego. A report summarizing each client's vocational profile is provided.

II OFFICE/COMPUTER PERFORMANCE APPRAISAL

Through small groups and hands-on instruction, individuals learn how well they are suited for office and computer-related occupations. This includes identifying assistive devices, modifying workstation environment, evaluating physical tolerances, and assessing occupational aptitudes. Written reports are provided detailing individual performance related to competitive employment, and recommendations are made.

III EMPLOYMENT SERVICES

Individually and in groups, persons are taught how to overcome barriers to employment, prepare resumes, complete applications, write cover letters, prepare for and engage in job interviews, conduct job market research, and use the telephone to contact potential employers. Employability specialists prepare job seekers for successful placement and develop job leads.

WHO IS QUALIFIED?

Any person with a learning, physical or other disability which presents a barrier to employment. If you are interested in guidance, employment or training, the CENTER FOR THE VOCATIONALLY CHALLENGED can help!

WHAT CAN YOU ACCOMPLISH?

The CENTER FOR THE VOCATIONALLY CHALLENGED is dedicated to help persons with disabilities obtain employment. You can:

- Determine your vocational needs
- Receive FREE training, books, supplies, tools, adaptive equipment and transportation assistance
- Overcome barriers to employment
- Learn effective job search strategies
- Develop interview skills that work
- Realize hidden potential
- Discover techniques that open doors
- Identify a career or vocation that suits you
- Receive job leads

BUSINESS PC SPECIALST PROGRAM

What Is It?

Business PC Specialist Program for the Physically Challenged is designed to meet two needs: the needs of the business community for entry level people proficient in applications software, and the needs of the disabled people for stimulating careers in the business world.

Who Is Involved?

The Business Advisory Council comprised of data processing professionals, Grossmont College, and the State Department of Rehabilitation work together to provide a state-of-the-art training program.

Where Is It Held?

The program is held at the Vocationally Challenged at Grossmont College.

When Does It Start?

The training starts January and again in June. It is seven months long including a two-month internship with a local business as the final polish for the trainee.

What Will I Accomplish?

The program consists of intensive "hands-on" classes in computers: databases, spreadsheets, wordprocessing, accounting, business communications, telecommunications, and presentation graphics. Emphasis is placed on the trainee achieving a well-rounded background not only in the areas of computer software and hardware, but also in becoming a business professional. The students will earn full college credit for their classes and receive a Grossmont College Software Specialist Certificate upon successfully completing the program.

How Do I Qualify?

Students will have the pride of becoming one of the best in an exciting new field. In order to qualify, the student must have:

- a high degree of motivation
- a minimum 10th grade reading level
- adjustment to their physical disability
- commitment to a 6 to 8 hour day
- an aptitude for software usage.

How Do I Learn More

To learn more call 465-1700, ext. 608. If you a disabled person seeking a well-paying ca call us. If you are a rehabilitation professi wanting to refer a client, call us. This progra the wave of the future. . .do not miss out!

For additional information, call:
GROSSMONT COLLEGE,
(619) 465-1700 Ext. 608

Q. Is the employer obligated to hire the intern upon the completion of the program?

A. There is no actual or implied obligation on the part of the internship company to hire the trainee. This period is viewed as: an important part of the training process; a helpful contribution by the internship company; and only lastly as a chance for the company to evaluate the trainee for future employment. College staff and the BAC will assist graduates who are not employed at the conclusion of the internship in finding employment.

Q. Are the interns paid?

A. Pay is not a requirement of the internship program. The primary focus of the internship is to provide interns quality work experience and supervision.

Q. Who is responsible for liability and workers compensation insurance?

A. Since the internship is part of the academic and training process, Grossmont College provides liability and workers compensation insurance during the internship period.

Q. How much additional time should an employer expect to spend as a result of accepting an intern?

A. By far, a majority of the time an employer can expect to spend is in supervision of the intern. To a large extent, the amount and type of supervision is left to the employer's own discretion. In general, the employer will want to provide the same type of supervision as he would for any new employee. An important part of the intern's supervision includes periodic evaluations and feedback to the Program Instructor. The supervisor will meet for a total of two times wth the instructor (perhaps one hour per visit) during the internship period, initially to establish the objectives and responsibilities of the intern, and another meeting for intern performance evaluations.

Q. How long is the internship period and what are the hours?

A. To some extent, flexibility is built into the internship period. As a guide, the intern is expected to work the regular established hours the internship company has established, a maximum of eight hours per day, for a period of four weeks. At the very least, the intern must work for 160 total hours.

Q. Will there be extensive adaptations required by the internship company to accommodate an intern with a disability?

A. While every intern and disability is unique, generally major adaptations are not necessary. The BAC Placement Committee and Program Director further insure this by proper matching of the intern with the host company. Where applicable, assistance with adaptive devices and employee/employer consultations are available.

Q. How much paperwork is required?

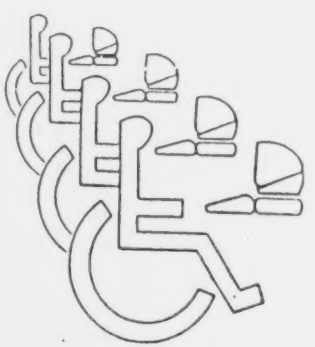
A. The Program Director and Instructors are responsible for maintaining all records and necessary documentation. The employer or designated representative will confirm attendance records and participate in the intern's evaluation. An initial goals and objectives sheet is to be completed and one short intern evaluation form.

Q. How will interns be selected?

A. The Placement Committee of the Business Advisory Council and Project Director will prescreen interns and refer to host companies based on company and intern needs. Employers are encouraged to interview prospective interns for the final selection.

Business **PC** Specialist Program

for the **P**hysically **C**hallenged



For more details on internships, call Scott Barr, Program Director, 465-1700, x608

COMPUTER PROGRAMMER TRAINING FOR THE PHYSICALLY CHALLENGED

How do I qualify?

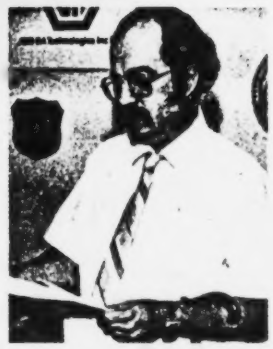
Successful applicants will have:
- A high degree of motivation
- Average college level reading and language skills
- Adjustment to their physical disability
- Commitment to an 8-hour day for classroom training and on-the-job training
- An aptitude for computer programming

What is computer training for the physically challenged?

Computer Training for the Physically Challenged is a program to train physically disabled adults to be entry-level business applications programmers. Students learn effective use of a variety of PC software products as well as the ability to program in the PC and IBM mainframe environments. Emphasis is placed on structured COBOL, C and dBASE programming. The program is aimed at meeting the needs of the business community for competent programmers and the needs of handicapped persons for stimulating, lifelong careers with opportunity for advancement.

Why is it successful?

Computer Training for the Physically Challenged is successful due to the combined efforts of: a dedicated group of data processing executives (forming the Business Advisory Council); the State Department of Rehabilitation; and Grossmont College. The Business Advisory Council (BAC) provides the overall direction for the project. Together, this coalition of private and public institutions provide a training program using "state-of-the-art" equipment. The program includes intensive hands-on instruction and a programming internship in a business setting.



For complete enrollment information call:
Center For The Vocationally Challenged
GROSSMONT COLLEGE
465-1700, Ext. 608

BAC
BUSINESS ADVISORY COUNCIL

Sponsored by:
California State Department of Rehabilitation and the Private Industry Council

What will I accompl

The ultimate goal of this project prepare trainees for full-time employ as computer programmers. Stud earn full college credit for their trai Upon successful completion of the training, a Gross College Computer Programmer Certificate will be awar Students who additionally complete their general educ requirements are eligible to receive an A.A. degree.

When does training begin?

The eight and one-half-month classroom training begins January and August. After classroom training, students will t an eight-week internship in data processing in a company lo in the San Diego area. Graduation will follow internship.

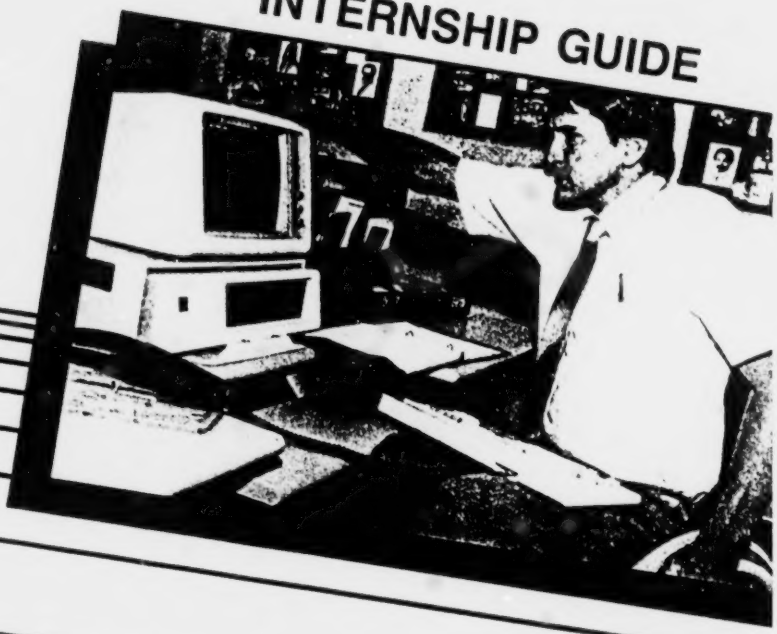
What is the employment placement rate?

Our rate is similar to the national placement rate Computer Programmer Training for the Physically Chal ed projects, from 80-100%.

How can I learn more about this program?

If you are a disabled person seeking a well-paying care you are a rehabilitation professional wanting to refer a c or if you are a business person interested in supporting program or hiring a graduate, write or call Grossmont Col 465-1700, extension 608.

INTERNSHIP GUIDE



Center for the
Vocationally Challenged

Programmer & Business PC Specialist

GROSSMONT COLLEGE
STATE DEPARTMENT OF REHABILITATION

BUSINESS ADVISORY COUNCIL CONTRIBUTING COMPANIES

American Residential Mortgage
AP Laboratories
Business Application Group, Inc.
Business Brokerage & Consulting
C.A.C.I., Inc.
County of San Diego
Equal Employment Specialist
Equitable Lomas Leasing
First Capital Life
Foodmaker, Inc.
General Dynamics
Home Federal
IBM
Imperial Corporation of America
IVAC
MaCom
Management Recruiters of San Diego
MCRD
National Circuits, Inc.
Naval Aviation Depot
Naval Ocean Systems Center
Naval Public Works Center
Naval Supply Center
Navy Regional Data Automation Center
Navy Regional D.P. Center (NARDAC)
Productive Personnel
Rohr Industries
SAIC
San Diego Data Processing
San Diego Supercomputer Center
San Diego Zoo
Service Corporation International
Solar Turbines, Inc.
State Department of Rehabilitation
Systematics
Titan Corporation
Trusthouse Forte
TRW
UCSD Medical Center
Union Tribune Publishing Company

USING TOMORROW'S TECHNOLOGY... TO PROVE YOURSELF TODAY.

INTRODUCTION

This guide is to acquaint trainees and prospective internship companies with the purposes and procedures of the internship phase, and to explain the advantages and responsibilities of participating in this program. It has been prepared with input from members of the Business Advisory Council.

INTERNSHIPS

Internships are the culmination of training for Programmer and Business PC Specialist trainees. During this period, students are placed in business environments similar to those in which they will work upon completion of the program.

There is no actual or implied obligation on the part of the internship company to hire the trainee upon completion of program. This period is viewed as:

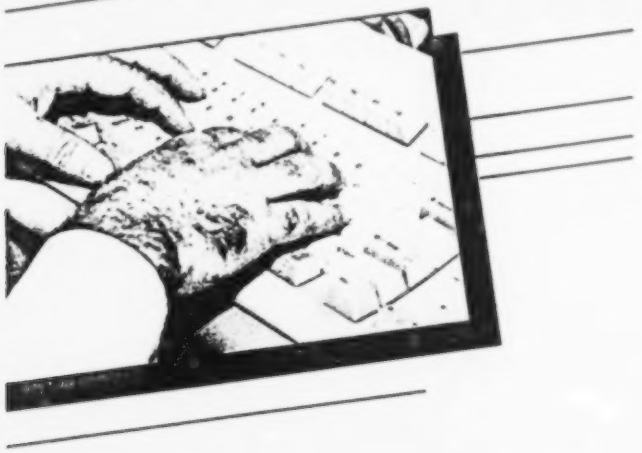
1. a part of the academic process
2. a helpful contribution by the internship company; and
3. only lastly as a chance for the company to evaluate the trainee for future employment.

INTERNSHIPS CREATE AN ENVIRONMENT WHERE EVERYBODY WINS

ADVANTAGES TO THE INTERNSHIP COMPANY

Internships provide the internship company:

- A chance to evaluate a potential employee without an obligation to hire.
- At the end of the internship, the option to hire a person who:
  - has demonstrated successful skills, attitudes and work habits
  - has proven ability to fit into the group, and
  - is trained in company standards and procedures
- A chance to expose company personnel to persons with disabilities.
- An enhanced image of community service gained by providing this valuable training opportunity.
- Completion of actual company projects.



ADVANTAGES TO THE TRAINEE

Internships allow the trainee:

- To gain on-the-job experience in a business environment.
- To relate academic theory to practice.
- To see what a Programmer or Business PC user's job is like day-to-day.
- To improve and expand computer skills.
- To accomplish meaningful work which will demonstrate the ability to contribute in the work place.
- To relate to supervisors and co-workers, in order to develop common business and people skills, and to deal successfully with any sensitivities to the disability.
- To gain work experience for a resume. References on performance give the trainee an advantage over others competing for entry level jobs.

RESPONSIBILITIES OF THE COLLEGE TRAINING PROGRAM STAFF

- Share responsibility for supervision on-the-job with employer, to include site visitations, monitor academic preparedness, work habits, and adaptation to the work place.
- Serve as instructional resources to interns for on-site projects.
- Consult in person with employers or designated representatives to discuss intern's educational growth on the job, and adaptation to the work place.
- Provide written evaluation of intern's progress in meeting on-the-job learning objectives.
- Provide to prospective internship companies information on the Center for the Vocationally Challenged, working with people who have disabilities, and the internship process.
- Hold orientation sessions for company representatives, including internship supervisors, for the purposes of answering any further questions about internships. Also, to provide an opportunity to tour the training facilities and meet the current class.
- Provide feedback to the Business Advisory Council and to potential employers of intern's progress and skills acquired.
- Make available to the trainees, counseling and/or other services necessary to ensure successful adjustment on the job.
- Maintain the Internship Guide, company profiles and other materials for the internship phase.
- Provide liability and workers' compensation insurance.
- Conduct job placement activities for trainees upon conclusion of the internship.

RESPONSIBILITIES OF THE BUSINESS ADVISORY COUNCIL

The Business Advisory Council:

- Develops the Internship Guide, company profiles, and other materials for the internship phase.
- Integrates feedback from internships to improve procedures.
- Prescreens prospective interns to make appropriate referrals to host companies based on company and intern profiles.
- Establishes procedures for matching interns with host companies.
- Assist the college training staff with placing graduates into jobs.

RESPONSIBILITIES OF THE INTERNSHIP COMPANY

The internship working environment should be as similar as possible to that of other entry level Programmers or Business PC users, in order to allow an accurate assessment of the trainee's contribution and potential, as well as to facilitate the transition into an eventual working environment. The internship company is responsible for providing a suitable physical environment, based on the individual student's needs.

Information is to be provided as a part of the internship, including:

- A job description defining the responsibilities, duties, and performance standards for an entry level Programmer or Business PC user.
- Career path and training opportunities available to Programmers or Business PC users.

To best meet the needs of the student and the requirements of the training program, it is recommended that the internship company:

- Place the same performance demands on the trainee as on the other entry level Programmers or Business PC users.
- Provide for each project, the purpose, objectives, deadlines, and performance standards.

The work assigned during the internship should be challenging, based on the complexity of projects completed during the academic process as explained in the description of the curriculum. At the same time, it should have a reasonable chance of completion within their 8-week internship period.

Expectations should be clear for the benefit of both the trainee and the internship company. The supervisor and the trainee should mutually establish realistic goals and objectives for the training period. These should be reviewed and evaluated weekly. After the internship has begun, the company is asked to evaluate the student weekly, based on predefined standards of performance.

Feedback is crucial to the success of the program. After the internship has begun, the company is asked to:

- Participate in 1-2 conferences with the program staff or Business Advisory Council representative to evaluate the intern's performance.
- Allow for the intern to meet the Program staff and fellow interns at the Computer Training Center at the mid-point of the internship, which is the fourth Friday of the internship from 1:00 to 4:00 p.m.

RELATIONSHIP OF THE TRAINEE TO THE INTERNSHIP COMPANY

The internship company can choose the type of relationship it will have with the trainee during the internship.

- A temporary relationship in which the company donates their time, knowing in advance a future job opening is not likely and the intern is not supported financially.
- A temporary employer/employee relationship in which the trainee is paid by the company at the customary salary for entry level.
- A relationship in which the trainee is supported through other sources such as stipends or employed temporarily through an employment agency.
- A direct hire by the company.

RESPONSIBILITIES OF THE TRAINEE

In order to become a successful part of the company's regular work routine, the trainee is expected to:

- Satisfy objectives mutually derived at by the employer, trainee, and program instructor.
- Perform the tasks routinely expected of any entry level Programmer or Business PC user.
- Take responsibility for assuring that assignments, including performance standards, are mutually understood with the internship supervisor.
- Maintain good work habits and attitudes.
- Conform with all company rules and regulations, including data security.
- Meet all procedural requirements normally asked of an entry level Programmer or Business PC user.
- Work the regular hours the internship company has established, a maximum of eight hours per day.
- Provide regular feedback to the Program Instructor and staff as needed.
- Attend one meeting at the Center for Vocationally Challenged on the second (Business PC user) or fourth (Programmer) Friday of the internship, from 1:00 to 4:00 p.m.

For more information call:

The Center for the Vocationally Challenged for the Physically Challenged (619) 465-1700, ext. 608

CENTER FOR THE VOCATIONALLY CHALLENGED CREED of GROSSMONT COLLEGE

TO CREATE CAREER OPPORTUNITIES FOR STUDENTS WHO ARE DISABLED OR DISADVANTAGED BY:

RESPONDING TO THE EMPLOYMENT NEEDS OF LOCAL AREA BUSINESSES, AND

OFFERING PROGRAMS THAT REPLICATE INDUSTRY PERFORMANCE STANDARDS AND PRACTICES IN AN ACADEMIC SETTING.

TO HELP STUDENTS BUILD THEIR SELF-CONFIDENCE AND TO OBTAIN VOCATIONAL GOALS BY:

OFFERING COMPREHENSIVE PROGRAMS AND SERVICES THAT MEET INDIVIDUAL NEEDS,

ADVOCATING THE RIGHT FOR EQUAL OPPORTUNITY, AND

PROVIDING THE SUPPORT, RESOURCES AND DIRECTION IN ORDER FOR INDIVIDUALS TO PROVE THEIR CAPABILITIES AND TALENTS.

8/90

INTERNSHIP PROGRAM
CENTER FOR THE VOCATIONALLY CHALLENGED
A Project of the Business Advisory Council at Grossmont College

Q. *Is the employer obligated to hire the Intern upon the completion of the program?*

A. There is no actual or implied obligation on the part of the internship company to hire the trainee. This period is viewed as: an important part of the training process; a helpful contribution by the internship company; and only lastly as a chance for the company to evaluate the trainee for future employment. College staff and the BAC will assist graduates who are not employed at the conclusion of the internship in finding employment.

Q. *Are the Interns paid?*

A. Pay is not a requirement of the internship program. The primary focus of the internship is to provide interns quality work experience and supervision .

Q. *Who is responsible for liability and workers' compensation insurance?*

A. Since the internship is part of the academic and training process, Grossmont College provides liability and workers' compensation insurance during the internship period.

Q. *How much additional time should an employer expect to spend as a result of accepting an intern?*

A. By far, a majority of the time an employer can expect to spend is in supervision of the intern. To a large extent, the amount and type of supervision is left to the employer's own discretion. In general, the employer will want to provide the same type of supervision as he would for any new employee. An important part of the intern's supervision includes periodic evaluations and feedback to the Program Instructor. The supervisor will meet for a total of two times with the instructor (perhaps one hour per visit) during the internship period, initially to establish the objectives and responsibilities of the intern, and another meeting for intern performance evaluations.

Q. *How long is the internship period and what are the hours?*

A. To some extent, flexibility is built into the internship period. As a guide, the intern is expected to work the regular established hours the internship company has established, a maximum of eight hours per day, for a period of eight weeks. At the very least, the intern must work for 320 total hours.

Q. *Will there be extensive adaptations required by the internship company to accommodate an intern with a disability?*

A. While every intern and disability is unique, generally major adaptations are not necessary. The BAC Placement Committee and Program Director further insure this by proper matching of the intern with the host company. Where applicable, assistance with adaptive devices and employee/employer consultations are available.

Q. *How much paperwork is required?*

A. The Program Instructor is responsible for maintaining all records and necessary documentation. The employer or designated representative will confirm attendance records and participate in the intern's evaluation. An initial goals and objectives sheet is to be completed and one short intern evaluation form.

Q. *How will interns be selected?*

A. The Business Advisory Council and Project Instructor will pre-screen interns and refer to host companies based on company and interns needs. Employers are encouraged to interview prospective interns for the final selection.

For more details on internships, call 465-1700, extension 608.

01/18/91

Grossmont College Center for the Vocationally Challenged

Mentor Program

I. ROLES OF THE MENTOR PROGRAM

A. Role of the mentor

1. Provide moral support and encouragement to trainee.

2. Offer insight into the world of business and the role of a data processing professional.

3. Aid in the transition from school/training to work/internship.

B. Role of the trainee as protege

1. Contact mentor for advice or guidance in career path.

2. Make use of the mentor, even if just for company tour; it is important that the trainee learn effective business communication skills and etiquette.

II. GUIDELINES TO AN EFFECTIVE MENTOR RELATIONSHIP

A. Mentor

1. Call the trainee at least once a month, and make a point of returning phone calls. Leave a message if class is in session. The trainees need to know that you are thinking of them and are interested in their progress.

2. Ask about their course work, even if you are not skilled technically. Discussing what the trainee is studying can help reinforce and clarify ideas.

3. Set up a tour of your facility. If you can not do this personally, due to security or other reasons, arrange for customer service or other department to conduct the tour. If possible, have trainee 'sit in' with people to see how tasks are performed.

4. Make a point of planning meetings and phone conversations, and keeping these commitments. Remember the example you are setting.

5. Don't assume that the trainee will call you - both of you

are very busy, and the trainee may be hesitant to 'bother' you. Try to arrange a time that would be convenient for both of you to talk on the phone.

6. Don't be discouraged by a lack of enthusiasm. The class schedule is very rigorous, and the trainee may be overwhelmed at first. Keep them aware of your interest and they will gain more confidence in themselves and their ability to communicate with you.

7. Contact members of the mentor committee if you are having problems with the trainee, or need advice. If you wish to help the trainee with a particular interest, a meeting can be arranged with another mentor in that field.

B. Trainee

1. Make a point of calling your mentor. They need to know that they are useful and have something to offer you.

2. Don't leave the burden of making the relationship work on the mentor. This program is to benefit you! Return calls, ask questions, ask for introductions, tours, 'mock' interviews. Even if the mentor cannot provide this they can contact someone who can.

3. Plan meetings and keep commitments. Both your and your mentor's time are valuable. Respect that.

4. Contact a mentor committee member if you have questions or problems. We want you to use this mentor program to it's fullest - unfortunately there are times when the mentor/protege relationship just isn't effective. Let us know so we can do something about it. If you wait until the internship or graduation to let us know, it is too late.

5. Assume responsibility in making the relationship work. In the work place you will have someone to show you around, to go to with questions. Use the mentor in the same way. The relationship that develops is up to you.

III. EXPECTATIONS AND RESPONSIBILITIES

A. Mentor contract

1. Review the contract, be sure that you understand the commitment expected of you.

2. Initial meeting: sign the contract, arrange for first meeting between mentor / protege to review calendar and set up future meetings and events.

Suggestions: professional association meetings, user groups. Company events, company or facility tour, luncheons, dinners, or a tour of the Center for the Vocationally Challenged. Set up demonstrations, discuss projects, articles, books, hobbies.

B. Expectations

1. The mentor may be useful in developing a network to aid in job placement, however, this is NOT a goal of the mentor program.

2. Tutoring is not a mentor function. If a trainee is having problems in class, bring it to the attention of the instructor or assistant.

GROSSMONT COLLEGE CENTER
FOR THE
VOCATIONALLY CHALLENGED
BUSINESS ADVISORY COUNCIL
PC SPECIALIST - MENTOR PROGRAM

The mentor / trainee introductory meeting was held February 21st at the Center for the Vocationally Challenged (CVC) at Grossmont College. This gathering introduced the students to their mentors and highlighted some of the functions of this program. A mentor's primary responsibility is to provide moral support and encouragement and to offer insight into the world of data processing.

Thank you to all the mentors and students who were able to attend. To those of you who were unable to attend but would like further information, please contact either Bonnie Foerder at the CVC or any Mentor Committee Member (see Mentors with *'s).

NOTE: Mentors - you may contact your students directly at the CVC by calling **465-1700 Ext. 608** between the hours of 8:30 AM and 3:30 PM.

Trainees	*Mentors*	*Company*
Alba, Victor	Blough, Don Division VP, Systems	Foodmaker, Inc. 571-2496
Baker, Mary Ann	Salzbach, Dan	General Atomics
Bredehoeft, Paul	Hulme, Julia Junior Logistician	CACI 576-2070
Brey, Mike	Chatelain, Steve Constultant / Adj. Fac.	Palomar College 438-2571
Burdette, Anne	Wright, Amy Information Center Mgr.	Foodmaker 571-2495
Colligan, Tom	Perkins, Mike Land Dev't Program Coord.	County 694-3869
	Egan, Dianne Communications Clerk	Navy 531-1188
Cristler, James	Pally, Leslie Computer Systems Analyst	General Dynamics 576-6797
Dalme, Brenda	Murphy, Jerry	SCI
	* Kopet, Peggianne Personnel Coordinator	SCI 578-0410
Deer, Coy	Alexander, Jackson Personnel Analyst	County 531-5205
Dey, John	Toth, Andy	Navy
Gonzales, Carlos	Myers, Randy	Amer. Residential
Griner, Joe	West, Lee Director, Comp. Oper. Div	Naval Supply 532-1807
Hayes, Montgomery	Nara, John Data Comm. Project Mgr	Foodmaker 571-2607

Trainees	*Mentors*	*Company*
Henderson, Doug	Guzman, Roberto Mgr Restaurant Support	Foodmaker 571-2497
Hoag, Brian	Allen, Portia Mechanical Engineer	SD Supercomputer 545-3921
	Doering, Dan Staff Programmer Analyst	SD Supercomputer 535-5068
	Napear, Steve Deputy Directory	SD Supercomputer 534-8302
Laird, James	Kimbell, Curtis	NADEP
Marchman, Linda	Hansen, Chris PC/Network Coordinator	Van Kamp 597-4288
Moseman, Lynn	Riavic, Jackie	Surgeon
Pitts, Michele	* Wheatbread, Dee Info. Systems Manager	County 694-3712
Render, Dale	* Rodriguez, Melisa Sr. Programmer Analyst	Foodmaker 571-2588
Rolf, Gary	Barton, Tom	Grossmont
Rowland, Jim	Mull, Michael Programmer / Analyst	SD Supercomputer 278-0911
Rudy, Gary	Noakes, Mark	
Sanchez, Rene	Hunter, Paul	SDG&E
	Tilton, Jerry	SDG&E
Smith, Janis	Maynard, Cathy POS Support Analyst	Foodmaker 571-2247
Stanton, Betty	Briggs, Bill President	Real Time Control 268-0588
Stout, Paul	Hardy, Michael Product Manager	General Atomics 455-3757
Warden, Larry	Heck, Robin Human Resources Sys. Prog	Home Federal 699-7864
Weening, Steve	Allen, Joe Mechanical Engineer	Navy 545-3921

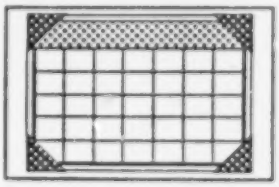
Other Mentor Committee Members

Foerder, Bonnie	CVC	465-1700 ext. 608
Golji, Said	County of San Diego	694-3233
Horn, Sue	Business Applications Group	560-6343
Stephens, David	Titan Corporation	457-2340 ext. 1316

Check your calendar!

The Career Fair is now in the planning stages...

We are trying to schedule it for the week of May 6th.
Look for an announcement in the mail.



SAMPLE MENTOR ACTIVIITES

1. Have a protege attend a professional association meeting with you.
2. Take your protege out to lunch (or breakfast, coffee, etc.)
3. Meet with a training center staff member to convey a protege concern and seek a solution.
4. Edit protege resume.
5. Invite protege to sit in on a business meeting.
6. Give protege a company tour.
7. Provide career guidance.
8. Introduce protege to professionals and other department/companies to expand network.
9. Arrange a mock job interview.
10. Assist protege in identifying in internship.
11. Include protege in a company workshop.
12. Write a letter of recommendation.
13. Advise protege on professional wardrobe selection.

PC Specialist Course Outline

January - March	Intro to Computers DOS
March - April	Word Processing PC Hardware and Fundamentals Principles of Accounting Computerized Accounting
April	Micro dBASE Packages
April - May	Advanced dBASE Packages Spreadsheets
April - June	Tele-processing
May - June	Presentation Graphics
February - May	Job Search

EVIDENCE OF EFFECTIVENESS OR IMPACT

Since the center's inception in 1986, more than 100 physically disabled students have been evaluated and counseled. Eighty students annually are chosen to participate in the formal training programs. The retention rate for the training programs is 70%, and nearly 86% of the graduates find permanent employment.

Reprinted on the following pages is a summary of the 1990 Self Study conducted by the Center for the Vocationally Challenged.

Self Study Summary

The Computer Training Center (CTC) has initiated an annual self study review which recently evaluated the program on seven standards. Led by the Vice-Chair of the Business Advisory Council (BAC), the review team consisted of three selected members of the BAC plus the Vice-Chair. The seven standards are:

1) Student/Client Retention
2) Supportive Services
3) Recruitment/Selection
4) State-of-the-Art Training
5) Responsiveness to community agency and business needs
6) Communication and coordination between CVC programs
7) Follow-up services.

On May 29 & 30, 1990, the Vice-Chair facilitated a discussion among the CTC staff to evaluate the Center on the seven standards in three categories: 1) areas of excellence; 2) areas of deficiency; and 3) recommendations for improvement. Notes from this discussion were then distributed to the CTC staff and the other three members of the BAC review team to prepare for a series of one-on-one interviews with members of the CTC staff, current students, and recent graduates of the program. These interviews were held on June 7, 1990, and this report represents a consolidation of the two separate sessions.

It was generally agreed that the self-study process accomplished its primary goals:

1) To facilitate the team building process
2) To open communication lines
3) To ensure that all staff members have a voice and will be heard
4) To improve coordination of activities
5) To inform others of accomplishments
6) To define a collective and cooperative approach to training and rehabilitation
7) To recommend improvements in the program for consideration by the CTC and the BAC.

The CTC and BAC initiated this review to make improvements on what are already very successful programs. There have been significant accomplishments in all seven standards covered by the self-study, and there was no area which was grossly deficient, or even a major problem. All participants recognized the overall excellence and outstanding achievements of the programs, and the recommendations should be considered as potential improvements to programs which are earning consistently favorable reviews. There continues to be a good working relationship between the CTC and the BAC, and the contributions of both organizations were frequently noted.

Nevertheless, even the most successful programs can benefit from periodic reviews, and continuous process improvement should enable the program to be even better in the future.

Our report highlights the strengths of the program: the training curriculum, the staff support, the quality of the students, and the success of recent graduates in the job market. Areas for improvement include expanding communication within the various CVC departments, the structure and follow-up of various programs (mentors, alumni support, and the BAC), and the need to broaden the base of potential applicants in order to obtain the most qualified students. To avoid redundancies, the areas of deficiency have been combined with the recommendations for the final report.

The team would like to thank the CTC staff for their cooperation in making the self-study review successful. Their support and cooperation have been, and will be, critical to the implementation of the recommendations and the ongoing self-study process itself. The BAC Review Team was impressed with the dedication and evident pride the staff felt about their work.

I. STANDARD ONE: Student Retention

Overall, this was considered to be a strong area in the program.

A. Areas of Excellence

1. The average retention rate of the PC Specialist and Programmer projects is 67%.

2. There is an outstanding relationship between students and instructors. Teamwork is emphasized in the classrooms and labs. Students are encouraged to help others with problem solving, which contributes greatly to student satisfaction and retention.

B. Recommendations

1) Develop additional selection methods to identify potential problems (physical, emotional, financial). Perhaps a one to two week orientation could be installed to determine applicants' readiness to participate in training.

2) Initiate method for appropriate CTC personnel to become more fully informed of community agency resources to aid in the resolution of student crises.

3) Develop selection procedures to screen out candidates for whom employment is not the goal.

4) Keep retention statistics and establish tracking procedures.

5) Consider a more flexible course pace that will challenge top students and will not jeopardize slower students from falling too far behind.

6) Consider the installation of core classes for both computer programs. Upon completion of the core, students will select PC Specialist or Programmer career paths.

7) Establish a method to identify applicants referred by private rehabilitation agencies who may have been coerced into applying for a program without regard to long term occupational goals.

8) Consider incorporating a more extensive means of assessing the needs for adaptive devices and software for applicants before program entry.

9) Develop methods (such as workshops) to assist trainees in cultural transitions such as from blue collar to white collar positions.

II. STANDARD TWO: Supportive Services

While not a concern, this area could use more attention.

A. Areas of Excellence

1) With funds from the State Department of Rehabilitation, the CTC provides no-cost training (i.e. no registration fees, free textbooks, free parking). In addition, DR assists individuals with purchasing professional attire and often help with transportation costs.

2) The Admissions and Records office expedites the registration process by registering students at the Center.

3) Grossmont College provides support services such as Counseling through the Disabled Student Services office. The involvement of the DSS counselor has contributed markedly to the success of individual students.

4) A variety of adaptive equipment and software is available. Also, an instructor in the computer science department, who is very knowledgeable in this area, has been a great resource for instructors.

5) Computers are available for temporary use at students' home.

6) The Center employs a full-time rehabilitation specialist who coordinates support services.

B. Recommendations

1) Develop process for spouses and family members to become co-participants with trainees in the various transitions that naturally occur in accelerated training programs.

2) Restructure the mentor program and emphasize commitment from both mentors and students. Most students were not taking advantage of this potentially valuable resource, primarily due to lack of initiative on the part of either mentors, students, or both. Consider using more graduates who are employed as mentors. Suggest alternating schedules for mentors to avoid burn-out.

3) Strengthen commitment of BAC members. Clarify what responsibilities and activities are required to become a member and make certain functions mandatory.

4) Improve counseling services to CTC students by increasing hours dedicated to these activities or hiring a full-time counselor.

5) Examine the establishment of a formal link with the Grossmont College child care center for the benefit of CTC students with pre-school age children.

6) Communicate more frequently with State Department of

Rehabilitation counselors to improve their effectiveness in recommending appropriate applicants. Periodic presentations at each branch should be considered.

7) Integrate the CTC with other campus areas, such as Disabled Student Services, Tutoring Services, Financial Aid and the Computer Science Information Systems Department.

8) Examine methods to raise funds to support trainees in financial crisis.

III. STANDARD THREE: Recruitment

This is a strength, but we feel that the current scope is limited. Greater Center exposure would generate a larger pool of qualified students.

A. Areas of Excellence

1) There is a good liaison with the Dept. of Rehabilitation for referrals.

2) The program videos have been used with good effects.

3) The Selection Committee and Rehabilitation Specialist provide regular orientations and respond to applicants in a timely manner. Entrance tests and interviews are conducted weekly. Applicants who do not meet entrance criteria are given guidance in remediating deficiencies.

B. Recommendations

1) Become more proactive in recruiting. Current methods almost exclusively rely on existing community referral sources and on an established reputation of excellence.

2) Develop a written recruitment plan, including targeting specific populations such as females and minorities. Find an advocate for each ethnic group who will promote the program and help identify and remove potential barriers to program entrance.

3) Coordinate with campus English as a Second Language programs to assist candidates with language problems and recruit ESL students who are not aware of the program.

IV. STANDARD FOUR: State-of-the-Art Training

This is a strong area of the CTC. Current and former students, and BAC members give the programs high marks.

A. Areas of Excellence

1) Training evaluated as excellent overall.

2) Instruction emphasizes how to learn concepts which are transferrable to other disciplines and computer languages. Example: trainees become adept at finding answers in technical manuals and trade journals.

3) Learning is collaborative and team-oriented, an important factor in preparing trainees for the outside work environment.

4) Center instructors and the Curriculum Committee have kept the curriculum current in meeting the employment needs of local companies.

5) IBM has donated computers and hardware. Consequently, the CTC lab simulates equipment graduates can expect to use when employed.

B. Recommendations

1) Continue to respond to recommendations made by BAC members and intern supervisors regarding state-of-the-art hardware and software.

2) Keep CTC staff trained in current industry methods, procedures and technologies. Consider soliciting BAC companies for seminars and training.

3) Regularly review staff job descriptions and duties to ensure they reflect changing responsibilities.

4) Consider self paced instruction to challenge students with high initiative and support those who fall behind.

5) Obtain additional adaptive equipment and train staff on its use.

6) Ensure that training is relevant to potential job requirements. Consider curriculum aimed at mid-range computer shops.

V. STANDARD FIVE: Responsiveness to Community Agency and Business Needs

This is where the Center excels although areas remain where additional structure, communication and feedback could expand on a noted area of strength.

A. Areas of Excellence

1) The CTC produces qualified graduates who have done very well in the business world.

2) Programs and curricula are continually assessed and modified to remain current.

B. Recommendations

1) Improve feedback in sessions with CTC and BAC members.

2) Maintain statistical data on graduates, including cost advantages to the community due to people obtaining jobs, i.e., paying taxes, and removal from public assistance. This data can be used for public relations purposes.

3) Increase participation level of instructors on BAC committees.

4) Publicize individual success stories of graduates.

5) Establish systematic communication with the Department of Rehabilitation through quarterly meetings between instructor and Department of Rehab counselors.

6) Define for CTC staff an effective procedure for inducting business representatives onto the BAC or to serve as mentors and trainee evaluators.

VI. STANDARD SIX: Communication and coordination between and within CVC Programs (Programs include: Training, Assessment, Job Development and Adaptive Computer Studies)

This is also not a concern, but one which could be improved through better and more structured communication.

A. Areas of Excellence

1) Weekly instructional staff meetings are held to discuss trainees' problems.

2) Weekly general staff meetings are held to discuss logistical problems and solutions.

B. Recommendations

1) Attempt to resolve conflicting information among center components. This may require more formal communication procedures, or even a reorganization of functions to avoid overlap and redundancy.

2) Continue to build links among the programs by holding quarterly staff meetings which include all Center employees.

3) Continue to build linkages with other programs or services on campus. In addition, students should be encouraged to make better use of campus resources such as the library, PE facilities and other computer labs.

VII. STANDARD SEVEN: Follow-up Services

Most people felt that this was a strength, but there is very little formal structure. Most follow-up is being done spontaneously and informally by the Center staff.

A. Areas of Excellence

1) Individual personal stories indicate that there are many examples of follow-up among CTC staff, BAC members, students, and alumni.

B. Recommendations

1) Establish a more structured and formal approach to follow-up activities and document the results.

2) Establish and maintain an alumni database and encourage active alumni participation in the BAC.

3) Establish a method whereby students are informed of realistic salary ranges upon graduation.

4) Encourage BAC members to announce job opportunities for trainees at monthly meetings.

5) Establish criteria which would allow qualified Center graduates to become members of the BAC.

6) Expand on the use of BAC and mentor networks to arrange job interviews for trainees.

7) Establish a formal recognition program for involved BAC companies who hire graduates and accept interns.

8) Consider multiple levels of membership for BAC companies.

9) Periodically contact those who did not complete training to monitor their progress and provide guidance.

10) Establish procedure to track graduates over an extended period. Information can be used for varied purposes such as promotional literature and to maintain involvement of alumni with Center activities.

The following are thoughts of appreciation from some of the 1990 graduates of the computer training programs:

"This course is the best foundation a person could ask for. The career possibilities are infinite."
Robert J. Lucas

"I see opportunities that I never dreamed possible. I find that my nursing degree is a great asset to my computer training. I am looking forward to starting a whole new life with the good parts of the past and the excitement of the future." Deborah S. Stanger

"I would like to thank all of the staff at CTC. The course is well designed, well administered, and well taught." Matthew Travis

"I want to express my sincere appreciation to the CTC staff, Grossmont College, Department of Rehabilitation, my BAC mentors, and my supervisor at San Diego County Drug Abuse Services, Polly Tyler, and my family. Each one has been an integral part of my increased knowledge, ability, self-esteem, confidence, and ultimate success." Barbarajo Pich

"The program helped me take a giant step forward into a new and exciting career." Alexander P. Martinez

"In February 1988 I was hit by an uninsured drunk driver. I now have physical limitations in areas that I had cultivated in the past. When I learned about the Business PC Specialist class, I gained new confidence in myself as a person and found new hope for a bright future." Robert A. Hartman

"This course, and the people associated with it, have shown me that, even with a disability, gainful employment can be found. I thank each and every one."
Brian W. Dunbar

PART III: INFORMATION TO FACILITATE ADOPTION

COUNCIL & OPERATING COMMITTEES

The goals of the Business Advisory Council are as follows:

- Provide continuous program direction;
- Coordinate activities of standing BAC committees;
- Promote and encourage the active involvement of data processing and business representatives with trainees and progra activities;
- Delegate the responsibility for program activities to the Director or the appropriate committee;
- Recruit new BAC members;
- Promote the Computer Training Center to the business community; and,
- Assist the Computer Training Center in placing graduates into training-related jobs.

The following is a chart of the council and operating committes and the goals and strategies for each committee:

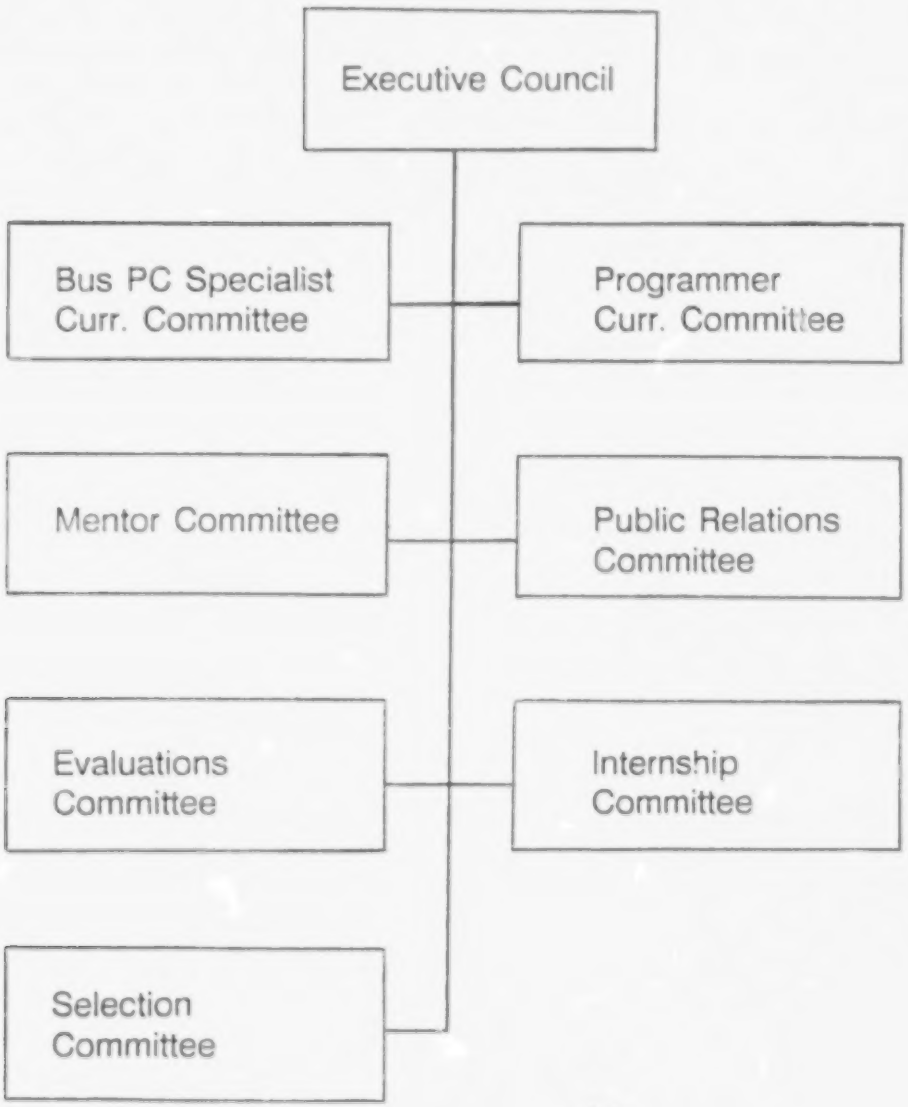
BUSINESS ADVISORY COUNCIL

AND

OPERATING COMMITTEES

FOR THE

COMPUTER TRAINING CENTER FOR THE PHYSICALLY CHALLENGED
OF GROSSMONT COLLEGE



CENTER FOR THE VOCATIONALLY CHALLENGED
BUSINESS ADVISORY COUNCIL

GUIDELINES

I Membership

a. Generally, BAC members donate at least 3-5 hours per month by serving on a committee, sitting on Executive Council meetings or participating in BAC activities (see attached BAC sample activities).

b. Membership commitment is for a minimum of 12 months.

c. Members attend a minimum of four monthly BAC meetings annually.

II Application for Membership

a. Anyone who has attended one or more BAC meetings and is willing to meet membership guidelines stated above, can become a member of the BAC.

b. Anyone with an interest in the BAC and the Center can attend BAC meetings. New individuals will be welcomed at the meeting by either the BAC Chair or Center Director. A separate meeting will be scheduled with the Chair or designee to explain BAC goals and structure. Names of individuals who have expressed an interest in serving on a committee, will be submitted to the appropriate chair. Upon attending the next meeting, the individual would become a BAC member.

III Membership Drive

a. In October, BAC members are asked to identify local business representatives who would consider serving on the Council. The BAC Chair or designee will personally contact and invite persons referred to attend the November BAC meeting.

IV Executive Council Membership

a. BAC members who have attended six or more monthly council meetings during the last calendar year may be invited to become Executive Council Members. Invitations will be made in December. The term for Executive Council members begins in January of the new year.

b. Executive Council members commit to participate in at least eight of the 12 monthly BAC meetings.

c. Committee Chairs and Vice-Chairs are automatically Executive Council Members.

d. Executive Council Members may elect to serve an unlimited number of terms. A term is one year.

V BAC Meeting Agenda

a. The agenda for BAC meetings is developed by the BAC Chair and Vice-Chair, Committee Chairs, and the Center Director. The BAC Chair or designee will contact Committee Chairs prior to each BAC meeting for this purpose.

VI Quarterly BAC Operational Meetings

a. In addition to monthly BAC meetings, quarterly operational meetings will be held to coordinate activities and to monitor committee progress in meeting annual goals.

b. Operational Meetings will be attended by the BAC Chair and Vice-Chair, a Chair and/or Vice-Chair of each committee, and the Center Director.

c. The first Operational Meeting will occur in January. At this meeting the new BAC Chair will request that committee chairs develop a strategic plan based on the Center Self Study conducted in the Fall of each year. The plan will include a committee goal statement, objectives for the year, and projected dates objectives will be accomplished. Committee Plans are to be submitted to the BAC Chair prior to the February BAC meeting in preparation for discussion.

d. Minutes of Operational Committee Meetings will be taken and distributed at BAC meetings for information.

BAC.SB(SB)
jf

SAMPLE BAC VOLUNTEER ACTIVITIES

* Student Evaluations
* Internship Sponsor
* Trainee Mentor
* Curriculum Consultant
* Public Speaker Bureau
* Liaison with DP professional organizations
* Guest Lecturer
* Mock Interviewer
* Consultants: Hardware, Software, etc.
* Arrange equipment and financial donations
* Write articles, press releases
* Organize Wine & Cheese Receptions including all logistics
* Record and mail out BAC minutes
* Organize refreshments for BAC meetings
* Prepare agendas and chair meetings
* Lobby state legislators for funding protection
* Take students shopping to assist in wardrobe selection
* Assist with awards acknowledging BAC volunteers
* Direct mail campaigns and BAC recruitment calling
* Investigation of employment opportunities in your company
* Advise graduates on job search techniques
* Conduct market surveys for expansion ideas
* Screening Interviews for potential CTP students
* Attend graduation ceremonies
* Arrange a tour for the class to visit a DP shop
* Conduct in-house training for staff
* Act as Host or Hostess at BAC Recruitment events
* Ask a company to make their in-house training programs available to graduates who have not found work
* Arrange a BAC/CVC presentation to members of your DP shop
* Help recruit student evaluators from among your colleagues
* Locate an internship opportunity in your department
* Write thank you letters on behalf of the BAC
* Investigate corporate giving programs in your company
* Photograph events for articles
* Set up tours and meet with out of town visitors to share the lessons of the program
* Attend ARPDP conferences as a representative of the program
* Provide references for graduates
* Attend relevant conferences
* Suggest target companies for recruitment
* Business liaison to funding sources
* Advice on any aspect of the program
* Help recruit new CVC Instructors
* Assist College Panel select new CTC Instructors
* Participate in CTC Career Fair

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RAC Public Relations Committee

Mission Statement

The Public Relations Committee of the Business Advisory Council for the Center for the Vocational Challenged of Grossmont College has been charged with assisting with the promotion of the Center and its training programs for the purposes of student recruitment, placement of graduates, community and industry relations in the Greater San Diego area.

Goals

I. To assist the Center in attaining a student capacity of 100% per class start in each program.

II. To assist the Center in attaining a 90%+ graduate placement rate.

III. To assist the Center in maintaining and enhancing a positive image within the Information Science, Education, Vocational Rehabilitation and General Communities.

IV. On a special need basis, to assist the Center in attaining grants and other outside funding for special projects.

V. On a special need basis to assist the Center in the development and promotion of special projects.

VI. Assist the Center in acknowledging the contributions made by business/industry representatives.

1. Develop and maintain data base of key vocational rehabilitation and guidance agencies.

2 Yearly survey of all graduates to track and monitor career progress and success.

3. Promotion of CVC and/or graduate success published in local print media.

4. Four articles on CVC and/or graduate success published in local print media.

5. Two articles in National Trade periodicals on CVC and/or graduate success.

6. Guest speaker program for graduations and open house.

7. Establish Student Chapters/Clubs for DPMA, ACM, ASTUTE, etc..

8. *Assist the CVC in the promotion of the ARPDP national conference.*

9. *Two articles for large corporation newsletters.*

10. *Assist the CVC in the development of an Alumni Association.*

PUB.REL(SB4)

BAC Programmer Curriculum

Mission Statement

The Curriculum Committee's primary objective and responsibility is determining the employment needs of the community and drafting a curriculum which will ensure that the students develop a sufficient level of knowledge and skill to make them employable as Business Application Programmers.

Goals

I. To evaluate the programming employment needs of the local business community.

II. To continuously modify and update curriculum to keep pace with the programmer labor market.

III. With the programs lead instructor, determine course content where community experts could be sought for classroom presentations, and help identify potential speakers.

IV. When the need arises, assist the program director in identifying qualified applicants for vacant teaching positions.

V. In concert with the program instructor(s), develop programming projects which can be assigned to students as practical classwork or as enrichment for the more capable.

1990 Strategies

1. Examine the feasibility of incorporating training in specific high demand programming languages such as RPG and Mumps.

2. Identify classroom speakers for content areas yet to be determined.

3. With the director and program instructor, develop a plan for challenging students who are ahead in class.

4. Formalize a procedure for communication with the Evaluation Committee.

5. Develop skill appraisal criteria such as creating projects or questions for which trainees will be evaluated by the Evaluation Committee.

GOAL.PLA(SB3)

BAC PC Specialist Curriculum

Mission Statement

The PC Specialist Curriculum Committee's primary objective and responsibility is determining the employment needs of the community and drafting a curriculum which will ensure that the students develop a sufficient level of knowledge and skill to make them employable as Business PC Specialists.

Goals

I. To evaluate the programming employment needs of the local business community.

II. To continuously modify and update curriculum to keep pace with the PC Specialist labor market.

III. With the programs lead instructor, determine course content where community experts could be sought for classroom presentations, and help identify potential speakers.

IV. When the need arises, assist the program director in identifying qualified applicants for vacant teaching positions.

V. In concert with the program instructor(s), develop PC Specialist projects which can be assigned to students as practical classwork or as enrichment for the more capable.

1990 Strategies

1. Assist the program instructors with developing a telecommunication/LAN curriculum.

2. Develop an equipment and software network configuration for the CTC computer lab.

3. Identify classroom speakers for content areas yet to be determined.

4. Formalize a procedure for communication with the Evaluation Committee.

5. Develop skill appraisal criteria such as creating projects or questions for which trainees will be evaluated by the Evaluation Committee.

PCgoal.sb4

BAC Internship Committee

Mission Statement

Responsible for assisting CVC staff in organizing the internship phase of the computer training programs. Internships will provide professional challenges to interns which further hone their technical skills and help tailor occupational direction. Internships will also be of real value to the host company through the completion of projects which contribute to the companies efficiency.

Goals

I. Assist in the development of internship sites for all trainees.

II. Internship sites should meet the demographic need, skill level and occupational interest of each intern as much as is feasible.

III. With CVC staff, provide internship orientations to new intern supervisors when appropriate.

IV. Assure that internships are of a quality to provide a challenging learning environment for the intern.

V. Assist CVC staff in matching expectations of internship sites to the needs/interests of the intern.

VI. With CVC staff, prepare interns for what to expect in a business environment.

1990 Strategies

1. Assist CVC staff to organize mock interviews for all trainees.

2. Assist CVC staff to establish a resume workshop where resume rough drafts can be critique by knowledgeable experts in a small group setting.

3. Assist CVC staff in arranging 3-5 company tours for each class.

4. With CVC staff, identify one or more speakers who are expert in the area of job search strategies to meet with interns at the Center half way through their internship period.

INTERN.GLS(SB4)

BAC Evaluation Committee

Mission Statement

The Evaluation Committee's primary responsibilities are to periodically evaluate (1) the progress of trainees and (2) the quality of the Computer Training Center's instructional programs and services.

Goals

I. To assist trainees to adjust their expectations so that they are in accord with those of current business environments.

II. To provide the CTC staff and the BAC with the information necessary to identify the strengths and weaknesses of the existing programs and services.

III. To prepare the students to enter the job market by giving them the opportunity to interview with several industry professionals.

IV. To facilitate an objective exchange of information between program trainees, staff and BAC members.

V. To evaluate whether trainees obtain the skills and abilities necessary to become employed in the San Diego data processing job market.

1990 Strategies

1. Provide three trainee evaluations per Business PC Specialist program and four for Computer Programmer trainees.

2. Conduct one-on-one information interviews with trainees.

3. Conduct intensive post-hire evaluations with employers of recent graduates to determine skill levels and abilities.

4. Provide clear written guidelines for evaluators of the evaluation process/goals.

5. Provide a thorough orientation for new evaluators.

6. Establish an annual schedule of evaluation dates.

EVALCOMM.PLN(SB4)

BAC Mentor Committee

Mission Statement

The Mentor Committee coordinates the mentor program for the Computer Training Center of Grossmont College. Mentors offer individualized support and guidance to trainee/proteges:

1. *To improve their self concept and clarify individual capabilities, and*

2. *To help in the transition from student to that of a professional in a white collar environment.*

Goals

A. *Recruit one mentor for each protege.*

B. *With the CTC Rehabilitation Specialist, match proteges with mentors, taking into account demographic and transportation constraints, area(s) of interest and prior work/educational history.*

C. *In cooperation with program trainees, tailor the design of the mentor program so that it meets the needs of each class.*

D. *With identified Center staff and class representatives, monitor implementation of the mentor program.*

E. *Orient new mentors to the goals and guidelines of the Mentor Program.*

F. *Expose business and data processing representatives to persons with disabilities and equal opportunity issues.*

G. *Open doors for employment opportunities through facilitating formal and informal interactions between proteges and data processing employers.*

H. *Provide vocational guidance and job search advice.*

I. *Increase the retention rate of program trainees.*

J. *Act as a liaison between protege, Center staff and BAC to improve individualized support.*

1990 Strategies

1. *Develop written guidelines and procedures for the Mentor Program.*
2. *Develop method for monitoring Mentor Program.*
3. *Create a time-line for Mentor Program activities.*
4. *Evaluate Mentor Program procedures as well as effectiveness.*
5. *Create a method(s) for acknowledging mentors for their contributions.*

MENTOR.GOA(SB4)

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BAC SELECTION COMMITTEE

Mission Statement

The Selection Committee's primary focus is to ensure that applicants admitted into computer training have the aptitudes, resources, motivation and physical capabilities to (1) complete training, and (2) successfully compete for employment in the data processing field. A rehabilitation selection process model of helping applicants meet strict program entrance criteria will be applied.

Goals

I. Develop standards for trainee selection, including academic skills, aptitudes and motivation levels.

II. Establish selection procedures, including tests used, interview guidelines and prerequisites to program entry.

III. Maintain strict entrance standards to ensure trainee/program success.

IV. When appropriate, applicants will be guided toward resources to remediate identified deficiencies in order to meet program entrance criteria.

V. The recruitment, orientation and selection process will function year-round. Trainee selection will be determined by established criteria.

1990 Strategies

1. All Computer Programmer and Business PC Specialist applicants will take an academic and programmer testing battery.

2. Interview dates and times will be coordinated with the Center's Rehabilitation Specialist.

3. Orientations and testing will be conducted by the Center's Rehabilitation Specialist.

4. Each applicant who meets acceptable scores on tests will be interviewed by a panel of two data processing and/or business representatives.

5. The Rehabilitation Specialist, appropriate Center staff and/or the DR counselors will be responsible for determining the adaptive devices and training necessary (if any) to access computers.

6. Establish a procedure for determining if an individual requires specialized adaptive device/software instruction prior to program entry.

7. Maintain Selection Committee membership and/or recruit new members in order to conduct periodic selection interviews.

8. Determine which disabilities are appropriate for admittance to training programs.

RESOURCES NEEDED

Business Advisory Council (BAC) members give their time and expertise for curriculum development, recruitment, student selection, classroom presentations, evaluation, and job placement. BAC participation makes these programs effective.

The resources to make these programs a reality were provided by the cooperative efforts of IBM, the California State Department of Rehabilitation, and Grossmont College. IBM donated computers and equipment. The California State Department of Rehabilitation provides a major portion of program funding and pays trainee registration fees, supplies, and books. Grossmont College provides the facilities and instruction.

INFORMATION SOURCE

Additional information can be requested from:

Scott Barr, Director
Center for the Vocationally Challenged
Grossmont College
8800 Grossmont College Drive
El Cajon, CA 92020-1799
(619) 465-1700

PART IV: RESOURCE MATERIALS

PROGRAM MATERIALS

- Computer Programmer Curriculum
- Business PC Specialist Comprehensives
- Trainee Handbook
- Sample Application for Admission
- Sample Internship Evaluation Forms
- Supervisor Approval Form
- Sample Mentor Program Planning and Evaluation Forms

COMPUTER PROGRAMMER CURRICULUM
CENTER FOR THE VOCATIONALLY CHALLENGED
1990-1991

COURSE		UNITS	HOURS
CSIS 299	Orientation	2	32
CSIS 110	Intro to Computers + Lab	4	96
CSIS 119	Program Design and Development	3	48
CSIS 112	Intro to PC DOS	2	32
CSIS 174	Microcomputer Database Packages	2	32
CSIS 274	Advanced Database Packages	2	32
CSIS 299	Programming Lab	2	96
CSIS 296	Programming with "C"	3	48
CSIS 299	Programming Lab for "C"	1	48
CSIS 113	Intro IBM 4361 Operating System	2	32
CSIS 130	Intro to COBOL Programming + Lab	4	96
CSIS 230	Intermediate COBOL + Lab	4	96
CSIS 299	Fourth-Generation Languages	3	48
CSIS 270	Advanced Programming (dBase, "C", COBOL group project)	3	48
BUS 120	Principles of Accounting	3	48
BUS 128	Business Communications	3	48
CSIS 280	Job Search Assistance	2	32
CSIS 282	Work Experience - Internship	3	320
	TOTAL:	48	

CURRICUL.PRG(CONNIE1)
Rev: 3/21/91
jf

PC SUPPORT SPECIALIST

CSIS 299	Orientation to CTC
CSIS 110	Intro
CSIS 112	PC-DOS
CSIS 119	Program Design & Development
BUS 128	Bus. Communications
CSIS 174	Intro to Database
BUS 120	Intro to Accounting
CSIS 175	Spreadsheets
BUS 128	Bus. Communications
CSIS 299	PC Purchase & Hardware Evaluation
CSIS 173	Word Processing
CSIS 177	Presentation Graphics
CSIS 299	Data Communication (1 unit to include E-Mail)
CSIS 280	Job Search

LAN SPECIALIST

CSIS 299	Orientation to CTC
CSIS 110	Intro
CSIS 112	PC-DOS
CSIS 119	Program Design & Development
BUS 128	Bus. Communications
CSIS 172	Intro to Microcomputer Applications
CSIS 299	LAN Administration
CSIS 250	Networks & Teleprocessing
CSIS 280	Job Search
CSIS 299	PC Purchase & Hardware Evaluation
BUS 120	Intro to Accounting
CSIS 299	Network & Systems Integration

BUSINESS PC SPECIALIST COMPREHENSIVES

As the first class approached their internship in local companies, the trainees became apprehensive: had they had **really** acquired enough skills to contribute and compete in a rapidly moving industry? A set of comprehensive tests were designed to measure individual proficiency in PC related subjects. The tests served a two fold purpose: accountability and trainee self measurement. By creating tests that matched the way that industry uses software packages, a better evaluation of the trainees' skills was accomplished prior to internship.

All trainees were required to take a set of pre-internship comprehensives after four months of training, prior to being allowed to serve in an internship with a local company. The tests consisted of questions requiring both written answers and hands-on computer solutions across selected software packages. The ratio was 20% written (closed book) and 80% hands-on computer exercises (open book). Test scores were given to the trainees the next day as tools for self-measurement. Areas of deficiencies on the tests were pointed out by the instructors privately to each trainee.

During the 60 intermediate hours between the first tests and the second tests, the instructional methodologies of guided discovery and cooperative learning were heavily implemented in the classrooms and labs. The instructors encouraged the trainees in all four groups to link concepts across computer software packages. The instructors modeled solving computer problems, encouraged critical thinking instead of rote memorization of the material, and arranged the trainees in groups with their peers.

The rules for the comprehensives given by the instructor at the beginning of the first test were: if a trainee displayed a 90% score or above on the combined written and hands-on tests across all subject areas, a trainee was exempt from taking the tests a second time. In fact, the trainee was rewarded with a day off from the training program.

The following tests are the second revision of the comprehensives. As the software packages and PC industry continue to evolve, the comprehensives will be revised to reflect the changes.

Name _____ Lotus 1-2-3

1) Input text, numbers, and formulas to create the attached spreadsheet.

2) **Print the spreadsheet in normal pitch** from the Print command in the main menus.

3) Change the formulas into text and **print the spreadsheet in normal** pitch again.

4) Using the database functions in Data in the menu commands, sort the spreadsheet as a database with the product names in alphabetical order. **Print the result.**

5) Using the database functions in Data in the menu commands, sort the spreadsheet as a database with the prices in descending order. **Print the result.**

6) Using the graph functions in Graph in the menu commands, create a pie chart using the price column. Make the piece with the largest price explode from the pie. **Print the graph.**

7) Write a macro to print the spreadsheet in condensed mode. The setup code for condensed is \015. Make certain your margins are large enough to accommodate the entire worksheet on the same page. **Print the range where your macro lives** with its documentation. Then **activate your macro to print the spreadsheet in condensed mode.**

Results to be turned in: **seven printouts.**

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TYRONE CRYSTAL
INVENTORY

Code	Product	Price U.K.	Price U.S.
D15	Honey Jar	15	
D17	Dublin Bowl	30	
D19	Biscuit Barrel	35	
D21	Candleholder	20	
D23	Footed Bowl	45	
	TOTAL U.K.		
		TOTAL U.S.	

Note:
The conversion rate is 1 pound British Sterling to 1.78 in U.S. dollars.

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Name: _____ dBase III+

1) Create a database for the items below and call it **IRISH1**. The database should have the fields defined as follows:

TITLE,c,30
IDNO,c,6
PRICE,n,4
DESCRIPT,c,15

2) Input the following information into the database.

Little Dreamer	ID205	$45	Irish Dresden
London Bobby	ID1145	$55	Royal Doulton
Pigling Bland	ID655	$15	Royal Doulton
Girl with Hoop	ID107	$70	Nao by LLadro

3) **Print the database.** Add the following record:

Blessing Plate	ID510	$60	Galway Crystal

4) Change the description for Pigling Bland to Doultonville. **Print the database again** to reflect above entries.

5) Modify the structure of the database to shorten the TITLE field from 30 characters to 20. **Print a list of the new structure.**

6) Create a screen like the one below. **Print the screen from the Append menu.**

TITLE

IDNO | PRICE

DESCRIPTION

7) Sort the database IRISH1 on the DESCRIPT field and call it **IRISH2.DBF. Print a list** of the items from IRISH2 that meet the criteria of being Royal Doulton and costing more than $50.

8) Index the database IRISH1 on the PRICE field. Call it **IRISH3. Print the IRISH3 indexed database as a report** from ASSIST using only the TITLE and PRICE fields (in that order).

9) Index the database IRISH1 on the IDNO field. Call it **IRISH4. Print the IRISH4 indexed database as a report** from ASSIST using the IDNO, DESCRIPT and PRICE fields (in that order).

10) Activate the database IRISH1 with its two indexes. Set the master index to be **IRISH3. Display status of databases in hard copy. Write the command you used to change master index on the hard copy in your own handwriting.**

Results to be turned in: **eight printouts including the screen.**

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Name: _____ DOS WRITTEN

Please tell me exactly what each DOS command does:

1. C:>dir *.

_____

2. C:>copy a:*.* c:\wp\docs

_____

_____

3. B:>cd accounting

_____

_____

4. C:>type a:autoexec.bat

_____

_____

5. D:>diskcopy a: b:

_____

_____

6. C:>format b:/s

_____

_____

7. C:>copy b:*.exe e:\tools

_____

_____

8. C:>print c:\dbase3\config.db

_____

_____

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9. C:>rename a:marin.doc merced.txt

10. C:>erase c:\db3\doctor*.prg

11. C:>rd lotus\sheets

12. C:>copy con:d:ventura.bat

13. C:>chkdsk d:

14. A:>ver

15. B:>dir/w

16. A:>md b:\forms

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17. C:>xcopy a:*.exe d:\video

18. D:>dir a:/p

19. D:>print c:\bin*.bat

20. C:>copy c:\wp50\students*.txt b:

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Name: _____ DOS Hands-On

Perform a high level format on the IBM PS/2 using DOS ver 3.3.

1) Utilize the commands FDISK and FORMAT from a floppy disk.

2) Create a primary DOS partition and set size of partition. (Partition the hard drive into two equal sizes.)

3) Create an extended DOS partition and set size of partition.

4) Create logical DOS drive D in extended partition.

5) Set the active DOS partition as C.

6) Display the partition information using the choice #4 in the FDISK OPTIONS screen. **Print screen.**

7) Display the logical DOS drive information using the choice #4 in the FDISK OPTIONS screen. **Print screen.**

8) Format both of the logical drives. Use the FORMAT command with the /s parameter on the C drive to make it bootable.

9) Create an autoexec.bat file on C drive. **Print it.**

10) Create a config.sys file on C drive. **Print it.**

11) Create a subdirectory for Quattro.

12) Install Quattro in its subdirectory. **Print a list of the files.**

13) Activate the Quattro program and **print the screen** of its opening menu. To exit Quattro, use same commands as Lotus.

14) Create a subdirectory for WordStar 4.0.

15) Install WordStar 4.0 in its directory. **Print a list of the files.**

16) Activate the WordStar 4.0 program and **print the screen** of its opening menu.

Results to be turned in: **eight printouts.**

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Name: _____ WordPerfect 5.0 WRITTEN

Please match the WordPerfect 5.0 function keys to their task:

1.	_____	S-F8	a. Save and Exit
2.	_____	S-F7	b. Move Block
3.	_____	F8	c. Change Margins
4.	_____	Alt-F7	d. ASCII Text In/Out
5.	_____	Alt-F4	e. Bold text
6.	_____	S-F4	f. Spell Check
7.	_____	F5	g. Left Indent
8.	_____	F10	h. Merge Codes
9.	_____	S-F6	i. Line Draw
10.	_____	F7	j. Graphics
11.	_____	S-F9	k. Invoke Macro
12.	_____	Ctrl-F3	l. Print page
13.	_____	Ctrl-F4	m. Center text on line
14.	_____	F6	n. Reveal Codes
15.	_____	Ctrl-F2	o. Indent on both sides
16.	_____	Alt-F9	p. Columns for Text
17.	_____	F4	q. List file directory
18.	_____	Ctrl-F5	r. Save and Resume
19.	_____	Alt-F10	s. Block text
20.	_____	Alt-F3	t. Underline text

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Name:_____ WordPerfect 5.0

Merge Comprehensive

Call the letter PROMO.DOC and the mailing list CUSTOMER.

1) Please type the following letter with its print attributes of bolding, underlining, indenting and centering text on lines. **Provide a hard copy of the letter.** Save as LETTERP.DOC.

2) Replace the name, address, city, state,and zipcode areas with the proper merge codes as variables. Move the letterhead below the word Enclosure. **Print the letter.** Move the letterhead back to its original position. Save as PROMO.DOC.

3) **Print the letter again** with the merge variables visible in it.

4) Create a separate file as a mailing list for the customers.

5) **Print the screen** to identify the end of fields and records codes in the mailing list file. Save as CUSTOMER.

6) Merge the form letter file and mailing list file together to produce **a printed letter for each customer.**

Result to be turned in: **a total of eight printouts, four as listed above and the four finished letters.**

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LONDON MAIL ORDER CENTRAL
10 PALL MALL
LONDON, W1 U.K.

October 2, 1989

Mr. Patrick Eden
9439 Earl Court
La Mesa, CA 92041

Dear Mr. Eden:

The **Royal Doulton** representative has offered two additional character mugs to preferred collectors in the United States.

> Your interest in the Sherlock Holmes character mug qualifies you for this offer. Please review the literature for the Dr. Watson and Bobby Burns mugs.

If you are interested in purchasing either of these two exceptional **Doulton** mugs, the price will be discounted 20% on each item. Remember, all of our products are shipped duty free.

Sincerely,

Sandy Sanderson
Marketing Manager
London Mail Order Central

Enclosure

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Mailing List of Customers for Sandy Sanderson, Marketing Manager:

Mr. Glenn Andrews
4835 Queens Blvd.
Forest Hills, NY 11375

Miss Carol Suzann
556 Sobe Falls Rd.
Cheboygan, MI 49721

Mr. Clive Stewart
175 Tottenham Court
Needham, MA 02192

Mrs. Julia Hurley
2233 N. 35th Street
Randolph, VT 05060

* Note: Do not include Patrick Eden again.

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Business Advisory Council
State Department of Rehabilitation

Computer Training Center
Grossmont College

Trainee Handbook

I. INTRODUCTION

Welcome to the Center for the Vocationally Challenged of Grossmont College. You are one of a select group who has been chosen to participate in one of two accelerated computer training programs, i.e., Business PC Specialist or Programmer Training for the Physically Challenged. The Center is funded in part by the State Department of Rehabilitation. IBM donated the majority of classroom equipment. In addition to IBM and the Department of Rehabilitation, there are 40 local companies sponsoring this program. Business executives who represent these companies comprise the Business Advisory Council (BAC) which designed, developed and continue to direct these programs. The primary objective of this project is to prepare persons with physical disabilities for full-time employment. Training participants must understand their obligation to seek and obtain full-time employment upon completion of training.

Program courses will prepare students for positions as entry level business software specialists or programmers. Course work includes:

Business PC Specialist:

Text processing and editing
Mailing list maintenance
Database design and management
Sorting, report and label production
Inventory and billing services
Automated bookkeeping/accounting software packages
Spreadsheet modeling
Data communications and networks
Advanced word processing
Hardware Evaluations

Programmer:

Database design management & programming
Accounting principles and packages
PC-based programming using C and Pascal or Basic
Mainframe business programming using Cobol in both batch and on-line environments
Business Communications
Fourth Generation Languages

Curriculum has been developed in close association with the BAC to ensure that graduating students will have the skills desired by the San Diego business information processing and data processing communities.

It is essential that candidates realize the intensity of these programs. Most students find three to five hours of daily study time, in addition to the scheduled class hours, necessary in order to keep up with the pace of classes. Computers are available during day and

evening hours in the Learning Resource Center for additional computer time.

II. PHILOSOPHY OF THE CENTER FOR THE VOCATIONALLY CHALLENGED

This is a JOB - conduct yourself accordingly. You are a TRAINEE - who, in connection with training, is receiving college credit.

Your objective for the duration of the project is to become qualified to succeed (and to be promoted) as a Business PC Specialist or Programmer.

While employment is the ultimate goal of this project, neither the Center, nor the BAC, nor the State Department of Rehabilitation, are responsible for your obtaining employment. These organizations are dedicated to providing opportunities for **you** to develop marketable skills and to prove your value to prospective employers. Opportunities to demonstrate your professional value to prospective employers are folded into your program. BAC evaluations, guest speakers, company tours, company conducted mock interviews, mentor meetings and internships are all activities which can help you nail down that first job in a highly competitive industry.

III. TRAINEE SUPPORT

A. **Program Motto**. "No one of us is as good as all of us." Trainees are encouraged to lend support to each other. This program is demanding. Everyone needs support. Mentors, D.R. Counselors and others can also be invaluable to your success here.

B. **Mentors**. Each trainee is assigned a business executive to serve as a mentor. Mentors have been very helpful to trainees in the past. They not only provide guidance and support, they introduce you to the business world and help you build a network of business contacts. If nurtured, these contacts may help with your immediate and future goals.

C. **D.R. Counselors**. Your D.R. Counselor is a valuable resource. By regularly keeping him/her informed of your progress, you can build a relationship that can be personally and professionally rewarding.

D. **Other Contacts**. Throughout training you will meet people who contribute in a variety of ways to your program. These include speakers, BAC members and program alumni. Take the opportunity to introduce yourself. Some of the best professional prospects spontaneously surface from casual conversation.

IV. GUIDELINES

A. **Working Hours and Absences**. In the Fall, working hours are 9:00 a.m. - 3:00 p.m., Monday through Friday, every day except designated holidays (see attached for designated holidays). In the

Spring, working hours will change to 9:00 a.m. - 4:00 p.m. Punctuality and attendance should be handled the same as you would on a job. If ill and unable to come to class, the trainee must notify the Computer Training Center office before class begins and explain the situation. Unauthorized absences and/or frequent tardiness could affect grades, Business Advisory Council trainee evaluations, whether or not a trainee will be retained in the program or receive a certificate, and ultimately whether he/she earns a job.

B. **Computer Lab.** This Fall, computers are available on a first come first serve basis from 3:00 p.m. - 4:00 p.m provided there are no scheduled classes. Starting in January computers will be available from 4:00 p.m. - 5:00 p.m provided there are no scheduled classes.

C. **Clothing**. ONE OF THE OBJECTIVES OF THIS PROJECT IS FOR YOU TO BECOME BETTER THAN YOU HAVE TO BE, IN APPEARANCE AS WELL AS IN COMPETENCE!

Part of the training in this project will cover the subject of clothes - how to get them, how to wear them, and how to maintain a businesslike image. For those in need, assistance in paying for the initial clothing acquisitions can be provided on a case basis through your D.R. or private rehabilitation Counselor.

Business information processing jobs are available at a variety of organizations with different "dress codes." Generally, computer people are well dressed in a conservative style. At the Center, men should plan on wearing slacks, sport shirt and tie. Women should wear professional attire, such as a dress or a skirt and blouse.

D. **Grades**. Your grades on tests, exercises and programs are necessarily subjective, to an extent. We will be as fair and impartial as possible. The fact will remain: THERE IS NO APPEAL FOR GRADES unless an error has been made.

Our judgment is on an ABSOLUTE SCALE - that is, we are comparing to our perception of perfection. Another way to put it is that there is no "curve" in our rating system. If a disability requires modifying the assignment, Center instructors can discuss with you how to meet the course requirement, but never whether.

Our reason for using this approach is that in "real life" there is no grading; there is performance evaluation. The judges and critics in data processing are sometimes tough, always subjective, and always in "black and white" terms. (It either works or it doesn't, it is either on time or it is late, you either succeed or you have failed!)

E. **Internships**. Activities to enhance your training and opportunities to prove yourself are elements of the Center's overall training design. However, they are not the Center's obligation. This includes internships. While internships are a requirement for graduation, obtaining one is ultimately the trainee's responsibility.

F. **Textbooks**. Textbooks and some supplies are provided by the Center. However, those trainees who are industrially injured clients must pay for these items through their private rehabilitation counselor. Since all trainees are D.R. clients, it is the policy of the Center that everyone be treated equitably. Therefore, regardless of the source for book payment, texts must be returned to the Center staff at the conclusion of each class. Texts purchased by an insurance carrier will be returned to the insurance carrier upon the completion of training.

G. **Breaks**. Breaks will be provided at the discretion of the instructor.

H. **Free Advice**. Your personal life is your personal business, BUT what you do affects everyone connected with this training project; therefore:

> If you are married, stay that way!
> If you are engaged, get married and stay that way!
> If you are unattached, stay that way (for the duration of this project)!
>
> If you feel yourself "falling in love," take two aspirin and go lie down until the feeling passes!

V. ASSISTANCE

A. **Disabled Student Services**. For counseling, academic advising and career planning contact Toni Mueller in the Disabled Student Services Office, located in the administration building facing the Learning Resource Center. To contact by phone: 465-1700, ext. 112.

B. **College Financial Aid**. You may be eligible for college financial aid. It must be realized, however, that the process of receiving financial aid often takes several months. If you are not eligible for grant money, a student loan could be a possibility. The Financial Aids office is located in Room 108. To contact by phone: 465-1700, ext. 129.

C. **Unemployment Benefits**. If you are already receiving unemployment benefits or are eligible to receive unemployment benefits, you will need to go to the Employment Development Department (EDD) office closest to you and obtain approval to attend this program. Please see office staff for contact people to see at the EDD.

D. **V.A. Benefits**. Veterans may be eligible for VA benefits. If you think you are in this category, please talk to the Veteran's Affairs office located between the Bookstore and Counseling offices. To contact by phone: 465-1700, ext. 200.

VI. REGISTRATION

Registration will occur three times during the program, because the

Program spans across two normal Grossmont College semesters and the summer session. All registration procedures for our classes will take place at the C.V.C. If you wish to attend other classes, which are offered on campus, you will need to go to the Admissions Office to enroll.

For the first registration session, some proof of your California residency status may be required. Please have a driver's license, alien card or voter's registration card, etc., available. You must also be prepared to pay a fifty dollar ($50.00) enrollment fee each semester and summer unless eligible for a waiver. Parking permits cost $11.00 per semester. Associated-Student-Body cards $11.00 per semester. $7.50 Health Fee (mandatory). Talk to your Department of Rehabilitation Counselor about covering these costs.

VII. RULES & REGULATIONS

Cooperate with the Computer Training Center staff. Be agreeable (even if they are not). Follow the rules (not just the letter but the spirit as well). Make every effort to get along. If this doesn't work, let the counselor or one of the instructors know so that appropriate adjustment can be made.

VIII. C.V.C. GROUND RULES

A. **Parking**. Only those trainees with disabled stickers may park in stalls designated for the handicapped. Handicapped parking stickers can be obtained from Bonnie Foerder. All others may park in student parking sections with current student parking permits.

B. **Alcoholic Beverages**. **No** alcoholic beverages are allowed on the premises. Grossmont College strictly enforces this rule, so please be careful to observe this restriction.

C. **Eating/Drinking**. Food and beverages **are not** allowed in the lab area. Food and beverages may be purchased and consumed in the Cafeteria.

D. **Smoking**. Smoking is **not** permitted in classrooms or offices. Smoking is permitted outside, but we request that ashes and cigarette butts are disposed of in the ash cans provided outside.

E. **Copy Machine Privileges**. Students wishing copies need to request permission from the program secretary in advance and pay the appropriate amount figured at 5-cents a copy. All copies are to be paid for by the trainee unless specifically waived by a C.V.C. staff member. Only staff members are authorized to use the copy machine!

F. **Telephone Use**. Office phones may be used for emergencies and coordinating transportation. They are **not** for socializing. For whatever the reason, always ask a staff member before use. A pay phone

APPLICATION FOR ADMISSION
COMPUTER PROGRAMMER TRAINING FOR THE PHYSICALLY CHALLENGED
GROSSMONT COLLEGE

Date: _____

PERSONAL

Last Name	First Name	Middle Name	Soc. Sec. #

Resident Address	City	State	Zip Code	Tele.	Bus. Tele.

Training For Which Applying	Calif. Resident for at least one year? Yes ( ) No ( )	Birthdate	Sex M F

Are you a current or past student of Grossmont College? Yes _____ No _____

Living Arrangements: Rent _____ Own _____ Alone _____
Parents _____ Family _____ Friends _____

Transportation: Own Vehicle? _____ Other? (Specify) _____

Marital Status: _____

Referral Source: _____ Newspaper _____ Dept. of Rehab. _____ V.A.
_____ Friend/Associate _____ C.S.C.D. _____ College
_____ Self Initiated _____ Radio/TV _____ Other

EDUCATION

Type of School	Name of School City & State	Dates Attended From To	Grad Yes No	Degree and/or Major	G.P.A. Units
High School					
College					
College					
Other*					

Scholastic Honors (Scholarships, etc.)

*List apprentice programs, technical schools including service schools and any other Special training school.

SPECIALS SKILLS RELATED TO TRAINING

T = Training E = Experience B = Both

_____ Personal Computer _____ Word Processing _____ Spreadsheet _____ Database
_____ Data Entry _____ Computer Operator _____ Programming _____ Typing (_____) WPM

SUPPORT SERVICES

Dept. of Rehab. Counselor (_____ None) Name _____ Loc. _____
Veterans Admin. Counselor (_____ None) Name _____ Loc. _____
Other Counselors (_____ None) Name _____ Loc. _____

WORK OR VOLUNTEER EXPERIENCE

List in order starting with most recent employment, account for time, whether employed or not, since leaving high school. Recent graduates should show employment during summer vacation periods and while attending school. Use additional sheets if necessary.

Name of Employer	Type of Business	Address	Telephone

Start Date	Leaving Date	Starting Pay	Final Pay	Reason for Leaving

Job Title (Present or Last)	Name of Supervisor & Title	May We Contact?

Description of Work and Responsibilities:

Name of Employer	Type of Business	Address	Telephone

Start Date	Leaving Date	Starting Pay	Final Pay	Reason for Leaving

Job Title (Present or Last)	Name of Supervisor & Title	May We Contact?

Description of Work and Responsibilities:

Name of Employer	Type of Business	Address	Telephone

Start Date	Leaving Date	Starting Pay	Final Pay	Reason for Leaving

Job Title (Present or Last)	Name of Supervisor & Title	May We Contact?

Description of Work and Responsibilities:

HEALTH

Disability	Date of Onset	Medication

Description (Attach another sheet if necessary) :

Physical Assistance Necessary

FINANCIAL

Monthly Income

$_____

_____ Soc. Sec. Disability Insur.
_____ Supplemental Security Income
_____ Welfare Aid
_____ Other Family Income

_____ Workers' Comp.
_____ Veterans Benefits
_____ Food Stamps
_____ Earned Mo. Wages

Additional Financial Assistance Sought :

_____

Applicant's Signature

Please provide any additional information you wish considered in your application for acceptance in this training program. Include an indication of your educational and career goals and a description of the personal qualities you possess which you feel will help you to succeed in your training and career choice. (Use additional sheets if necessary.)

Signature _____ Date _____

COMPUTER TRAINING FOR THE PHYSICALLY CHALLENGED

Business PC Specialist Program Internship Evaluation

Intern Name _____ Participating Company _____

WORK ADJUSTMENT RATING SCALE

1. Behavior inappropriate for competitive placement
2. Behavior minimally acceptable for competitive placement
3. Behavior acceptable for competitive placement
4. Behavior would be considered an asset in employment

___ Attendance (Times absent ___)
___ Punctuality (Times late ___)
___ Initiative
___ Motivation
___ Cooperation
___ Concentration
___ Self confidence
___ Quality of work
___ Problem Solving

___ Appearance
___ Reaction to Supervision
___ Reaction to Criticism
___ Copes with Pressure
___ Relationship to Co-workers
___ Following written directions
___ Following oral directions
___ Oral written communications

BUSINESS SOFTWARE APPLICATIONS RATING SCALE

0. Has not received training in this area
1. Has had exposure to this material
2. Progressing, not yet proficient
3. Adequate progress
4. Very good, appropriate for competitive placement
5. Superior/excellent
6. Incomplete

___Spreadsheets
___Databases
___Computerized Accounting

___Business Graphics
___Telecommunications
___Desktop Publishing

ADDITIONAL COMMENTS AND RECOMMENDATIONS:

Evaluator Name _____ Title _____ Date _____

COMPUTER TRAINING FOR THE PHYSICALLY CHALLENGED

Intern Programmer Evaluation

Intern Name _____ Participating Company _____

WORK ADJUSTMENT RATING SCALE

1. Behavior inappropriate for competitive placement
2. Behavior minimally acceptable for competitive placement
3. Behavior acceptable for competitive placement
4. Behavior would be considered an asset in employment

___ Attendance (Times absent ___)
___ Punctuality (Times late ___)
___ Initiative
___ Motivation
___ Cooperation
___ Concentration
___ Self confidence
___ Quality of work
___ Problem Solving
___ Appearance
___ Reaction to Supervision
___ Reaction to Criticism
___ Copes with Pressure
___ Relationship to Co-workers
___ Following written directions
___ Following oral directions
___ Oral written communications

DATA PROCESSING RATING SCALE

0. Has not received training in this area
1. Has had exposure to this material
2. Progressing, not yet proficient
3. Adequate progress
4. Very good, appropriate for competitive placement
5. Superior, excellent
6. Incomplete

___ Data Processing Concepts
___ Flowcharting
___ Advanced COBOL Coding (Tables, Sorts)
___ Debugging
___ Interpreting Specifications
___ COBOL Coding
___ Developing Test Data

ADDITIONAL COMMENTS AND RECOMMENDATIONS:

COMPUTER TRAINING FOR THE PHYSICALLY CHALLENGED

Internship Site Questionnaire

COMPANY INFORMATION

Name:_____

Internship Site Address:_____

Contact Person: _____ Phone: _____

Internship Supervisor: _____ Phone: _____

Principal Products Services: _____

Size of Company Workforce_____

Number of Locations: _____ Where: _____

_____

COMPUTERS

Type(s):_____

Application Systems:_____

Languages:_____

INTERNSHIP

What are the particular needs of your company re: having an intern, i.e., intern's skills, physical abilities, etc.?

_____

_____

Work Hours _____ Is schedule flexible? ☐ No ☐ Yes _____

Is internship paid? ☐ No ☐ Yes. If yes, at what rate? _____

Intern's "Job" Description: _____

_____

_____

Are there benefits? ☐ No ☐ Yes. If yes, please list _____

_____

_____

Are there other disabled at company? ☐ No ☐ Yes. In intern's dept.? ☐ No ☐ Yes

TRANSPORTATION

Please check those that apply to the internship work location.

☐ On Busline ☐ Carpools ☐ Parking Available

☐ Handicapped spaces, width of spaces _____

ACCESSIBILITY

Please check those that apply to the internship work location.

☐ Ramp to enter building
☐ Stairs to enter building
☐ Building grounds are level and wheelchair accessible

☐ Worksite on ground floor
☐ Elevators to worksite
☐ Stairs to worksite

☐ Doors open externally
☐ Doors open internally
☐ Safety glass on doors

☐ Restrooms are wheelchair accessible
☐ Aisles are adequate width for wheelchairs
☐ Lunchroom breakroom is wheelchair accessible
☐ Workstation desk adjustable for wheelchair accessibility

QUESTIONS OR CONCERNS:

Please list any questions or concerns that you would like us to follow up on.

_____

_____

_____

_____

PLEASE RETURN TO:

Computer Training for the Physically Challenged

Program Director

8800 Grossmont College Drive

El Cajon, CA 92020

SUPERVISOR APPROVAL FORM

The Grossmont College Center for the Vocationally Challenged has a mentoring program which links individuals who have been successful in their career and/or business with students of the Center. Students are bright, motivated individuals with physical disabilities who are participating in one of two intense computer training programs; i.e., Business P.C. Specialist and Programmer Training.

OVERALL GOALS OF THE PROGRAM

1. Keep students involved, attending and progressing in school
2. Provide introductions and experiences into the "world of work"
3. Develop a professional relationship with the student
4. Help the student effectively enter the workforce with an understanding of his/her role and responsibility in the overall community

RESPONSIBILITY OF MENTORS

1. Attend an introductory training seminar where the mentor and student are introduced
2. Maintain regular contact with the student during the student's involvement in the program
   a) At least one telephone contact each month
   b) At least one face-to-face contact each month
   c) At least one job related contact, such as a work-site tour, sitting in on a business meeting, arranging a mock interview, etc.

STATEMENT OF YOUR SUPPORT AS MENTOR'S SUPERVISOR

I have read the description of the Mentoring Program and give my approval and support for _____ to become involved as a mentor.

I understand that the role of Mentor involves attendance at an introductory training seminar, monthly phone calls with the student, worksite visits arranged by the Mentor, and monthly face-to-face contact by Mentor and student.

Since some of these activities may occur during normal working hours, I understand that some work time may be devoted to this program by the Mentor.

_____ _____

SUPERVISOR DATE

GROSSMONT COLLEGE
CENTER FOR THE VOCATIONALLY CHALLENGED
MENTOR PROGRAM APPLICATION

Thank you for your interest in Grossmont College's Center for the Vocationally Challenged. To help us better match the interests of the protege and mentor we would like you to fill out this application and return it to Sue Horn

Date _____

Name _____

Company _____

Address _____

_____

_____

Home Phone _____ Work Phone _____

Title/Position _____

Responsibilities: _____

_____

_____

Area of interest or expertise: _____

_____

_____

Computer Experience (if any):

Mainframes _____ DOS Micro Computers _____
Programming _____ Apple/Macs _____

Please return to: Sue Horn
Business Applications Group, Inc.
9619 Chesapeake Dr., Ste. 105
San Diego, CA 92123

or FAX # (619) 560-0689

Example

BUSINESS MENTOR

ROLE/EXPECTATION:

As a mentor, you will be matched with a student for 5 or 8 months. Matches will be based on information you and the student provide. Your goals will be to develop a professional relationship with the student with major emphasis on keeping the student progressing in school and providing introductions and experience in the "world of work." The ultimate goal is the student's entry into the workforce.

AGREEMENT

- I will serve as a friend and coach to help keep student involved and attending school.
- I will attend Student Mentoring Seminar to be held on ~~July 12 from 3:00 to 5:00~~ at the Center for the Vocationally Challenged.
- I will make one supportive telephone contact each month.
- I will schedule one face to face contact each month.
- I will arrange at least one job-related activity (tour of facility, attending a business meeting, mock interview, etc.).
- I will seek opportunities for my student to explore the world of work and to relate work to education.

Signed: _____
Mentor

_____
Company

I hereby agree to participate in the mentor program and use this resource to its full advantage.

Signed: _____
Protege

Mentor Program Calendar

Month 1 _____

Month 2 _____

Month 3 _____

Month 4 _____

Month 5 _____

Month 6 _____

Activities to be arranged:

Monthly meeting / phone conversation
Resume assessment
Practice interviewing
Company tour

Other scheduled events: (when known)

Mentor Committee 'Career Day'
Class begin / end dates
Internship dates
Course outline
Evaluations
Graduation

BEST COPY AVAILABLE

Mentor Program Calendar

Month 1 _____

Month 2 _____

Month 3 _____

Month 4 _____

Month 5 _____

Month 6 _____

Month 7 _____

Month 8 _____

Month 9 _____

Activities to be arranged:

Monthly meeting / phone conversation
Resume assessment
Practice interviewing
Company tour

Other scheduled events: (when know

Mentor Committee 'Career Day'
Class begin / end dates
Internship dates
Course outline
Evaluations
Graduation

BEST COPY AVAILABLE

SAMPLE MENTOR ACTIVITIES

1. Have protege attend a professional association meeting with you.
2. Take your protege out to lunch (or breakfast, coffee, etc.).
3. Meet with a training center staff member to convey a protege concern and seek a solution.
4. Edit protege resume.
5. Invite protege to sit on a business meeting.
6. Give protege a company tour.
7. Provide career guidance.
8. Introduce protege to professionals and other department/companies to expand network.
9. Arrange a mock job interview.
10. Assist protege in identifying in internship.
11. Include protege in a company workshop.
12. Write a letter of recommendation.
13. Advise protege on professional wardrobe selection.

NAME _____

NAME OF MENTOR_____

1. How often do you call your mentor?
   ___ Once a week
   ___ Once a month
   ___ Twice a month
   ___ Sporadically
   ___ Never

2. How often does your mentor contact you?
   ___ Once a week
   ___ Once a month
   ___ Twice a month
   ___ Sporadically
   ___ Never

3. How often do you meet with your mentor?
   ___ Once a month
   ___ More than once a month
   ___ Less than once a month
   ___ Never

4. Check the following activities you have participated in with your mentor:
   ___ Tour
   ___ Resume review
   ___ User group meeting
   ___ Mock interview

5. Is your mentor able to answer your questions and give you feedback?
   ___ Yes
   ___ No

6. Do you have any difficulty contacting your mentor?
   ___ Yes
   ___ No

7. Do you feel that the mentor program is helping you?
   ___ Yes
   ___ No

8. Would you like ___ More participation in the mentor program.
   ___ Less participation

9. Was your mentor a CVC graduate?
   ___ Yes
   ___ No
   If yes, do you feel that a past student as a mentor is helpful?
   ___ Yes
   ___ No

10. Once you graduate, would you be a mentor and what would you do the same or differently?

11. Please give us any other comments you have about the mentor program.

NAME _____

NAME OF PROTEGE _____

1. How often do you call your protege?
   ___ Once a week
   ___ Once a month
   ___ Twice a month
   ___ Sporadically
   ___ Never

2. How often does your protege contact you?
   ___ Once a week
   ___ Once a month
   ___ Twice a month
   ___ Sporadically
   ___ Never

3. How often do you meet with your protege?
   ___ Once a month
   ___ More than once a month
   ___ Less than once a month
   ___ Never

4. Check the following activities you have participated in with your protege:
   ___ Tour
   ___ Resume review
   ___ User group meeting
   ___ Mock interview

5. Do you have any difficulty contacting your protege?
   ___ Yes
   ___ No

6. Were you kept informed or received enough information regarding student's classes, progress, etc.?
   ___ Yes
   ___ No

7. Does your protege seek your advice?
   ___ Yes
   ___ No

8. Were there any activities that you did with your protege other than those suggested that you felt were beneficial and could add to the program? Please describe.

9. Please give us any suggestions or comments you have about the mentor program.

INDIVIDUALIZED MENTOR/PROTEGE PLAN

The Mentor Program of the Computer Training Center for the Physically Challenged at Grossmont College has proven to be critical for program completion and eventual employment of trainees. A mentor serves as a "real world" resource person, model, coach, and provides a refreshing human element to what is, for many trainees, a new and alien business world.

The strength of the Mentor Program is that support and guidance are tailored to meet individual needs. Therefore, the first meeting between the mentor and protege should be used to formulate a plan and the spirit of the relationship. Below are some, but certainly not all, of the possible activities that the mentor and protege may choose. Completion dates should be identified for chosen activities. A copy of the Individualized Mentor/Protege Plan should be provided to a Mentor Committee Coordinator.

ACTIVITY	*COMPLETION DATE(S)*
Lunch meeting(s)	
Job search advice	
Edit resume	
Attend business meeting	
Company tour	
Career guidance	
Business presentation assistance	
Continued support during internship	
*Other:*_____	
*Other:*_____	

In addition to the above chosen activities, mentors/proteges are encouraged to meet a minimum of once a month and to maintain regular telephone contact.

_____ _____

Protege Signature *Mentor Signature*

MENTOR.PLN(SB4)